

**REPORT
ON
PUBLIC INSTRUCTION
IN THE
NORTH-WEST FRONTIER PROVINCE
FOR THE QUINQUENNium 1932—37.**

CHAPTER I

GENERAL.

1. The five years from 1927 to 1932 inclusive, which were dealt with in the previous quinquennial report, were years in which a comprehensive five years' programme sanctioned by the Government of India was launched. During the first three years of that period, the expansion programme was carried out according to plan. But the last two years of the quinquennium ushered in an era of strict retrenchment, which was caused by the general financial depression. This depression unfortunately continued during the years 1932 to 1937 which are covered by this report.

The year 1932 saw the introduction of reforms in the Province, with the consequent creation of the ministry of the transferred departments. It was unfortunate that the introduction of the reforms coincided with this period of financial stress. Instead of expansion and development, economy and retrenchment was the "order of the day"; the department therefore had to devote its chief efforts to consolidation of the ground already won. In the succeeding paragraphs the improvements which the department found possible to effect within the limits of a tight budget are described.

2. A dissatisfaction with the present system of education in India has found frequent expression both in the press and on the platform. As a result of this agitation the third conference of Indian Universities which was convened at Delhi in March, 1935, initiated a discussion on the "reconstruction of education" and "unemployment among the educated classes and its possible cures". As a result of the deliberations of that conference, the Government of India revived the Central Advisory Board of Education as a "clearing house of ideas and experience" gained in the field of education in different provinces. A meeting of the advisory board was held at Delhi in December, 1935. A detailed mention of the

resolutions passed at that meeting, and of my consequent recommendations to Government, has been made in the annual report on education of this Province for the year 1935-36.

In pursuance of a resolution passed by the central advisory board the Government of India after consulting provincial Governments, invited two experts Mr. A. Abbott, C.B.E., formerly His Majesty's Chief Inspector of Technical Schools, Board of Education, London, and Mr. S. H. Wood, M.C., Director of Intelligence, Board of Education, London, to advise on certain problems of educational re-organization and particularly on problems of vocational education. These gentlemen arrived in India in November, 1936, and visited Delhi and some important educational and industrial centres in the Punjab and United Provinces. They were also present at the meeting of the central advisory board held at Delhi on the 14th of December, 1936; and paid a short visit to Bombay before they returned to England in March, 1937. They submitted a report embodying their findings to the Government of India who have now published it, and it will be laid before the central advisory board for consideration in its next meeting. It is a valuable report, and deserves the close attention of the Government of this Province.

3. The following statement will show the progress made in the field of education in this Province during the quinquennium under review :—

	Percentage of expenditure from				Cost per scholar to				Total cost per scholar
	Government funds	Local funds (f)	Fees	Other sources	Government funds	Local funds (f)	Fees	Other sources	
	11	12	13	14	15	16	17	18	19
RECOGNISED INSTITUTIONS									
<i>For Males</i>									
Arts colleges	57.3	1.5	23.8	17.3	239 0 0	6 7 11	98 9 8	Rs a. p. 70 7 1	Rs. a. p. 414 8 8
Professional colleges	...	...	...	...	...	...	...	...	...
High schools	52.0	5.3	30.7	12.0	24 0 0	2 7 0	14 4 1	5 8 7	46 3 8
Middle schools	80.3	5.0	4.0	1.7	19 10 5	1 1 10	0 14 1	0 6 0	22 0 4
Primary schools	75.5	20.7	3	3.4	9 14 11	2 11 5	0 0 8	0 7 2	13 2 2
Special schools	100.0	..	..	..	251 1 1	..	...	..	251 1 1
Total	68.5	7.7	15.8	8.0	19 1 5	2 2 4	4 6 6	2 3 11	27 14 2
<i>For Females</i>									
Arts colleges	..	..	...	...	..	..	..	..	...
High schools	65.1	5.0	16.3	13.6	64 2 0	4 14 6	16 1 4	13 6 1	98 7 11
Middle schools	37.5	37.6	2.4	22.5	8 5 4	8 5 11	0 8 "	5 0 1	22 3 10
Primary schools	36.2	46.9	2	16.7	6 13 11	8 14 3	0 0 6	3 2 8	18 15 4

Special schools	...	100'0	...	...	...	372 6 4	...	...	372 6 4
Totals	...	44'3	34 8	3'3	17'6	10 13 3	8 8 0	0 13 0	4 4 5
Total recognised institutions.	...	64'8	11'5	14'0	9'7	17 12 4	3 2 7	3 13 4	2 10 8
Unrecognised institutions	...	...	...	...	...	...	...	...	...
For males	...	...	...	...	100'0	...	...	...	...
For females	...	...	...	...	...	...	...	...	...
Totals	...	...	...	...	100'0	...	...	...	...
Direction and Inspection	...	99'4	0'6	...	...	...	...	...	...
Miscellaneous (e)	...	59'2	11'4	7'4	22'0	...	...	...	...
Totals	...	69'1	8'8	5'6	16'5	...	...	...	...
Grand totals	..	66'0	10'9	12'0	11'1	17 12 4	3 2 7	3 13 4	2 10 8

Detail of Expenditure from various sources :—

	1936-37	1931-32
	Rs.	Rs.
1. Provincial revenues	20,95,742	18,64,011
2. District Board funds	1,21,744	94,861
3. Municipal Board	2,21,149	1,99,997
4. Fees	3,81,541	2,02,119
5. Other sources, (including Cantonment board funds)	3,61,498	3,01,744
Total	31,84,674	27,21,862

(f) Local funds include both district board and municipal funds.

From the above statement it will appear that the total number of institutions of all kinds has fallen from 1,166 at the end of the last quinquennium to 1,091 at the end of the quinquennium under review. But I must hasten to point out that this decrease has occurred entirely in un-recognised institutions whose number has fallen from 179 to 75 during the quinquennium. The statistics about the un-recognised institutions have always been unreliable because there are no authentic means whereby their exact number can be ascertained. The number of recognised institutions has however increased by 29, viz., institutions for boys from 845 to 857 while those for girls from 142 to 159 during the quinquennium under review. In the following table institutions have been classified according to management —

Type of institutions		Publicly managed	Privately managed
A. Recognised—			
(1) Arts Colleges	.		3
(2) Secondary Schools	..	225	49
(3) Primary Schools	...	659	75
(4) Special Schools	...	2	.
Total		889	127
B.—Unrecognised			
	...		75
Grand total	..	889	202

Scholars—

The number of scholars attending recognised institutions has risen by 10,919 during the period. The increase in boys schools has been from 71,531 in 1931-32 to 79,757 in 1936-37 while the number of girls has risen from 12,387 to 15,080. The number of scholars attending unrecognised schools has however fallen from 4,551 to 4,052 although there are 104 such schools less to-day than they were five years ago. The total percentage of male scholars to the male population rose from 5.7 to 6.3 while that of girls from 1.2 to 1.5. The percentage of boy pupils to the population of school going age has risen from 37.9 to 42.7 and of girls from 8.1 to 9.4. In the following table enrolment of all kinds of institutions for boys and girls during each of the past five years is given :—

Year	Number of scholars in—		Total	Increase (+) or decrease (—)
	Recognised institutions	Unrecog- nised institutions		
1932-33	86,959	3,796	90,755	+ 2,286
1933-34	89,040	4,535	93,575	+ 2,820
1934-35	91,500	3,763	95,263	+ 1,688
1935-36	93,346	3,850	97,196	+ 1,933
1936-37	94,837	4,052	98,889	+ 1,693

The annual increase ranging between 2,820 and 1,693 during the period is quite satisfactory and indicates that inspite of financial depression and the continuous failure of crops in one or two districts in this Province people still continue to value education. It is also gratifying to note that the increase in the number of scholars in public schools has been accompanied by a corresponding increase in average attendance which has risen from 68,898 in 1931-32 to 81,583 in 1936-37. The figures for the last five years have been :—

Year	Average attendance.	Increase or decrease.
1932-33	72,622	+ 3,724
1933-34	73,866	+ 1,244
1934-35	74,572	+ 706
1935-36	78,109	+ 3,537
1936-37	81,583	+ 3,474

Single teacher schools—

The number of single teacher primary schools during the last two years was :—

Year	Total number of primary schools			Number of single teacher schools		
	Boys	Girls	Total	Boys	Girls	Total
1935-36	605	125	730	375	26	401
1936-37	608	126	734	385	31	416

A single teacher school is inefficient and wasteful but it appears to be a necessary evil as it cannot be altogether eliminated. In some districts in this Province, villages are removed from each other by long distances, and have a sparse population. The establishment of two teacher schools in such places will not financially be a sound proposition.

Expenditure—

From a study of the table on page 4 it will appear that expenditure on education has increased from Rs. 27,21,862 in 1931-32 to Rs. 31,84,074 at the end of the quinquennium. The increase has mainly occurred on collegiate and high schools education both for males and females. The percentage of expenditure by Government on education under various heads is given below :—

(1) Arts Colleges	9.7
(2) Training schools	
(a) Boys	2.2
(b) Girls	1.4
(3) Secondary education -	
(a) Boys	.. 50.2
(b) Girls	6.1
(4) Primary education—	
(a) Boys	. 16.9
(b) Girls	3.5
(5) Direction	.. 4.5
(6) Inspection—	
(a) Boys	4.5
(b) Girls	... 1.0
Total	<hr/> 100.0 <hr/>

The ratio of expenditure on education incurred by Government to the total provincial expenditure on all subjects was :—

1931-32	. 10.1
1932-33	.. 11.3
• 1933-34	11.5
1934-35	. 11.6
1935-36	.. 12.1
1936-37	.. 11.9

The figures for the expenditure on non-recurring items such as buildings, furniture and apparatus are given in the following statement :—

Amount expended on buildings, furniture and apparatus							
	Colleges	High schools	Anglo Vernacular middle schools	Vernacular middle schools	Primary schools	Special schools	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Boys							
1931-32							
Provincial revenues .		42,529	16,079	67,777	60,052	2,702	1,89,139
District funds .			18	3,695	3,628		7,341
Municipal funds .	..	51	677	234	177	..	1,139
Subscriptions and other private sources ...	89,669	4,184	901	258	1,828	..	95,840
Total .	89,669	46,764	17,675	71,964	65,685	2,702	2,94,459
1936-37							
Provincial revenues	10,100	47,213	6,347	48,907	36,378	2,306	1,51,251
District funds ...	..	531	1,740	6,648	1,979	..	10,898
Municipal funds ..	..	5,106	..	..	3,887	..	8,993
Subscriptions and other private sources	32,783	51,172	278	..	551	..	84,784
Total ..	42,883	1,04,022	8,365	55,555	42,795	2,306	2,55,126
GIRLS							
1931-32							
Provincial revenues .	..	66	128	8,685	15,795	4,044	28,718
District funds .	..	..	..	..	881	..	881
Municipal funds .	..	..	..	2,887	2,362	..	5,249
Subscriptions and other private sources ..	..	1,652	1,712	3,590	3,187	..	10,151
Total ..	..	1,728	1,840	15,162	22,225	4,044	44,999

Amount expended on buildings, furniture and apparatus							
	Colleges	High schools	Anglo-Vernacular middle schools	Vernacular middle schools	Primary schools	Special schools	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
GIRLS—concd.							
1936-37							
Provincial revenues	14,601	5,499	2,317	19,136	10,400	51,953
District funds	45	.	48
Municipal funds			493	1,038		1,531
Subscriptions and other private sources ...		1,439		19,330	5,471	.	26,260
Total	16,040	5,499	22,140	25,713	10,400	79,792

Aided institutions—

The growth of aided institutions, the grants-in-aid earned by them and the amounts of grants paid by various authorities are shown in the following statement :—

Aided by	Years	Colleges			High Schools for boys			High School for girls			Middle schools for boys			Middle schools for girls		
		Number of institutions	Number of scholars	Grants earned Rs.	Number of institutions	Number of scholars	(Grants earned Rs.	Number of institution	Number of scholars	Grants earned Rs.	Number of institutions	Number of scholars	Grants earned Rs.	Number of institutions	Number of scholars	Grants earned Rs.
Government	1931-32	3	510	1,44,028	18	9,659	1,71,420	2	366	10,488	6	1,715	24,924	14	2,831	15,408
	1936-37	3	875	1,84,275	23	12,664	1,85,008	2	570	32,535	5	1,465	18,125	19	3,368	30,155
District Boards...	1931-32	..	..	...	1	372	473	..	..	..	1	244	528	2	444	2,521
	1936-37	..	..	...	1	421	516	..	..	..	1	265	941	1	217	1,986
Municipal Boards	1931-32	..	..	..	13	7,702	27,126	2	366	1,713	4	1,295	24,924	11	2,125	11,412
	1936-37	..	..	..	19	10,884	38,494	2	440	2,498	2	554	1,752	13	2,916	12,350
Cantonment Boards.	1931-32	..	..	..	3	1,344	3,612	..	..	..	1	334	1,428	2	250	1,530
	1936-37	..	..	..	3	1,340	4,421	..	..	..	1	473	2,137	4	805	4,030

Aided by	Years	Primary schools for boys			Primary schools for girls			Training institutions for men			Training institutions for women			Total		
		Number of institutions	Number of scholars	Grants earned Rs.	Number of institutions	Number of scholars	Grants earned Rs.	Number of institutions	Number of scholars	Grants earned Rs.	Number of institutions	Number of scholars	Grants earned Rs.	Number of institutions	Number of scholars	Grants earned Rs.
Government	{ 1931-32 ... 1936-37	..	..	..	..	..	..	..	..	..	..	..	..	43	15,081	3,56,268
	{ 1931-32 ... 1936-37	..	..	..	..	..	..	..	..	..	..	..	..	52	19,543	4,50,202
District boards	{ 1931-32 ... 1936-37	3	225	748	12	796	5,107	..	..	..	19	2,081	8,877	..	..	..
	{ 1931-32 ... 1936-37	11	1,728	8,200	17	917	5,073	..	..	..	31	3,543	17,616	..	..	..
Municipal boards	{ 1931-32 ... 1936-37	10	1,299	6,779	18	1,667	9,132	..	..	..	58	14,454	81,085	..	..	..
	{ 1931-32 ... 1936-37	12	1,819	7,564	21	2,983	14,801	..	..	..	71	19,627	77,399	..	..	..
Cantonment boards	{ 1931-32 ... 1936-37	1	35	168	7	634	3,400	..	..	..	14	2,597	10,138	..	..	..
	{ 1931-32 ... 1936-37	6	611	2,358	7	477	4,084	..	..	..	21	2,971	17,930	..	..	..

Grants are paid from provincial revenues to colleges and secondary departments of schools. Grants to primary schools and primary departments are paid from the funds of the local bodies within whose jurisdiction these are situated, such as district board, municipal board and cantonment boards. Grants are calculated, assessed and paid in accordance with the rules laid down in Chapter V of the North-West Frontier Province Education Code.

Collegiate education—

4. The number of aided colleges managed by private bodies remained at three as at the close of the last quinquennium; but the number of scholars attending them rose from 510 to 875 showing an increase of 52.2 per cent. over the figures of 1931-32. The improvements made in the various colleges during the period under review are detailed below :—

1932-33—

- (a) F.Sc. classes in agriculture preparing students for the F.E.A. examination of the Punjab University were started at the Islamia College, Peshawar.
- (b) Science was added as a subject of study in the intermediate classes at the Vedic Bharatri College, Dera Ismail Khan.

1933-34—

M.A. classes in English, Mathematics and Persian were started at the Islamia College, Peshawar. The Persian class has now been abolished.

1934-35—

- (a) Three scholarships of Rs. 13 per mensem were instituted to help students taking up agriculture in the F.Sc. course at the Islamia College, Peshawar.
- (b) In accordance with the requirements of the Punjab University each of the three colleges in the Province employed a Madras trained Physical Director with a view to improve physical education and culture. A grant of Rs. 600 per annum per college was sanctioned by Government for this purpose.

1935-36—

- (a) B.Sc. classes in agriculture were started at the Islamia College, Peshawar.

(b) Radio sets were installed at the three colleges.

1936-37—

(a) A new professor for the teaching of English was added to the staff of the Vedic Bharatri College at Dera Ismail Khan.

On account of the increase in the total number of scholars in the three colleges from 510 to 875 the average cost of educating a student in a college in the Province fell from Rs. 445-11-6 to Rs. 414-8-8.

School education for boys--

5. During the quinquennium under review one municipal and three district board anglo-vernacular middle schools were raised to the status of high schools and were provincialised. High classes were added to the Sanatan Dharam Anglo-Vernacular Middle Schools at Bannu, Haripur and Mardan and also to the Islamia Anglo-Vernacular Middle Schools at Abbottabad, and Bannu and were recognised. The number of high schools thus rose from 29 in 1931-32 to 38 in 1936-37 while the number of scholars attending them increased from 12,477 to 16,380. The number of Government high schools has risen from 11 to 15, while the increase in the enrolment in these schools has been from 2,818 to 3,716.

Four district board vernacular middle schools were converted into anglo-vernacular middle schools; while three private aided schools were recognised as anglo-vernacular middle schools. This raised the number of anglo-vernacular middle schools from 13 to 20, but since nine anglo-vernacular middle schools were raised to the standard of high schools the actual number of anglo-vernacular middle schools at the close of the year 1936-37 was 11 with an enrolment of 2,835 scholars as against 13 in 1931-32 with an enrolment of 3,523 scholars.

A district board primary school was raised to the status of a lower middle school. This school raised the number of vernacular secondary schools from 199 to 200; but on account of the conversion of four vernacular middle schools into anglo-vernacular middle schools the actual number of vernacular secondary schools remained at 196 at the end of the year 1936-37 as against 199 at the end of the last quinquennium. The number of scholars attending these schools has however risen

from 24,149 to 24,603. Special English classes were added to eight vernacular middle schools while English as a subject of study was introduced in 59 lower middle schools for which English teachers were supplied. The number of boys learning English in vernacular secondary schools at the end of March, 1937, was 1,476.

The number of primary schools has risen from 597 to 608 mainly on account of private enterprise. The number of scholars attending these primary schools has risen from 30,668 in 1931-32 to 34,932 in 1936-37. The comparative enrolment in the primary classes for boys in the past six years has been :—

Year	I	II	III	IV
1931-32	31,264	10,548	8,114	6,748
1932-33	32,438	10,364	8,076	6,812
1933-34	31,775	10,464	8,460	6,840
1934-35	33,450	11,438	8,630	7,248
1935-36	33,706	10,941	8,999	7,210
1936-37	33,588	11,471	8,959	7,750

“ Wastage ” in primary schools—

In the report of the Educational Commissioner to the Government of India, for 1934-35, a reference was made to the “ wastage ” in primary schools ; and it was stated that this “ wastage ” in boys’ schools amounted to 74 per cent.—i.e., 74 per cent. of boys who entered the first primary class failed to reach class IV and to complete the primary course.

On examination however it appears that this figure is exaggerated. The reasons for this opinion are :—

(i) “ Class I ” in a primary school really consists of two classes, namely, an infant section and a senior section. This fact is not recognised officially ; and the number of children in the two classes together are shown as “ the number of children in Class I ”. This is misleading. The number of children in the “ infant section ” do not really represent the number of children who are genuinely attending the school. In the first place, many of them are very young children whom

their parents have sent to school in charge of their elder brothers, to keep them out of the way. Their names are, however, entered in the school registers, with fictitious ages. Secondly, the numbers in the infant class are artificially swelled by head teachers, so that they may not be blamed by inspecting officers for insufficient numbers on the roll; when inspecting officers visit the school and find that a number of children, whose names are on the rolls of the infant class, are not present, they are told that the absentees, owing to their tender age, are unable to attend regularly. Inspecting officers are aware of these abuses and do their best to check them; but the abuses are difficult to eradicate.

(ii) The figures shown in the official returns are the figures for the 31st March. But, in the infant class, admissions are made throughout the year, whereas in the other classes— and particularly in the fourth class—the boys who are promoted on the 1st April continue, with small defections, until the 31st March next. For instance, in a certain school the number of boys in the school on the 1st April 1935, when promotions are made, are :—

Infant class	Senior section of class I	Class II	Class III	Class IV
Nil.	23	20	18	15
But on the 31st March 1936, the numbers were :—				
30	20	16	15	11

The figures at the beginning of the school year, when the infant class is empty, gives a more correct impression than the figures at the end of the school year.

(iii) As has already been mentioned, "Class I" in the official returns really consists of two sections, and the number in the infant section is unreliable. To calculate the actual "wastage" a comparison should be made between the numbers on roll in the "senior section" of class I and class IV, because only the boys in the "senior section" can really be considered as having genuinely entered upon the primary course. If this is done, the wastage though still lamentable, is not as disastrous as is usually stated.

The statement below shows the number of students in different classes after long oil system of primary schools.

Year	Class I (senior and infant sections)	Class II	Class III	Class IV
1932-33	24,478	17,974	8,076	6,812
1933-34	24,175	17,474	8,450	6,840
1934-35	23,330	17,438	8,511	7,248
1935-36	23,107	16,914	8,000	7,210
1936-37	23,476	17,171	8,219	7,258

Assuming that there are 1 boy in the infant section against 2 in the senior section there will be an approximately correct estimate since infant sections in all schools are always larger than senior sections, the numbers will be 15

Year	Infant section	Senior section of Class I	Class II	Class III	Class IV
1932-33	19,471	12,973	17,974	8,076	6,812
1933-34	19,663	13,119	17,474	8,450	6,840
1934-35	20,270	13,080	17,438	8,511	7,248
1935-36	20,283	13,481	16,914	8,000	7,210
1936-37	20,152	13,436	17,171	8,219	7,258

From these it will be seen that out of 12,073 boys in the senior section, who had genuinely entered upon the primary course in 1932-33, no more than 7,210 boys, or 59.6 per cent, reached the 4th class in 1935-36. Similarly in 1933-34, out of 13,119 boys reading in the senior section, 7,210, or 54.9 per cent, reached the 4th class in 1936-37. It will thus be clear that the actual wastage in the primary classes is less than 50 per cent. Thus, although regrettable, is not so bad as a wastage of "between 70 and 80 per cent" shown in many Provincial reports.

Private unrecognised schools--

The number of private unrecognised schools has declined from 179 in 1931-32 to 75 at the close of the period and that of the scholars attending them from 4,551 to 4,052. These statistics are however not reliable.

Eropecan schools--

The only school of this kind is the Convent Day School in Peshawar Cantonment. This is open both to Indians as well as Europeans and is a mixed school attended both by boys and girls. A report on this institution will be found in Chapter VII.

Training schools for men

The Training School for Men at Peshawar is the only institution in this Province for the training of male teachers. The carpentry and smithy classes started in 1935 are also located in the same building. The training of inglo-vernacula teachers for both sexes continues to be done at the training institutions in the Punjab. This subject has been dealt with at length in Chapter VIII.

The cost of educating a pupil in the Province is shown in the following statement:

Year	Cost per scholar in a--				
	High school	Middle school	Primary school	Training school	European school
	Rs. a p.	Rs. a p.	Rs. a p.	Rs. a p.	Rs. a p.
1931-34	49 4 8	20 13 4	13 15 6	254 5 7	63 0 5
1935-37	46 3 8	22 0 4	13 2 2	251 1 1	63 8 8

Adult education --

Private night schools for adults were started at Havelian, Baldher and Kohim in Hazara District in January 1936. These classes have an enrolment of 84 and meet in district board school buildings and are run by district board teachers. The professors of the Edwards College, Peshawar, started a school for adults in the Sadar Bazar (Peshawar Cantonment) in 1934. The school still exists. Another night school was also started by the professors of the same college last year at the request of the railway authorities for their employees. The attendance at this school is over 50. In these adult schools "the three R'S" are taught.

Secretarial classes--

This class was started in 1933-34 and was attached to the Government High School, Peshawar. It has proved useful.

46 candidates have been trained of whom 24 obtained diplomas. Almost all have secured appointments in different departments in the Province.

Female education---

6. (i) During the quinquennium the Lady Christian Government High School for Girls was started at Peshawar at an average cost of Rs. 2,000 per annum.

(ii) Two district board primary schools for girls were raised to the status of middle schools, viz. the District Board school at Manshera became an anglo-vernacular middle school in 1933, and the District Board School at Charsadda, became a vernacular middle school in 1937.

(iii) The Leigh Girls School at Kohat has been converted into an anglo-vernacular middle school.

(iv) Ten new district board primary schools for girls have been opened, two in Peshawar, two in Haripur, one at Dera Ismail Khan, one in Kohat and five in the Hazara District.

(v) Three new primary schools have been opened by municipal committees, one in Dera Ismail Khan, one at Mardan, and the third in Abbottabad. An old primary school in Mardan was also taken over by the municipality.

(vi) Six private schools were recognised on the whole Province, while recognition was withdrawn from two schools in the Hazara District on account of their irregular work. The total number of institutions for girls with their enrolments are compared in the following table.

Year	Number of institutions with their enrolments										
	High Schools	Elementary	Anglo-Vernacular Primary	Private	Government Middle	Government High	Government Vernacular	Government Technical	Private	Total	
1931-32	3	366	7*	1,688*	10	2,747	170	7,300	1	10	12,200
1936-37	5	479	11	3,408	10	3,547	170	8,380	1	5*	15,000

* Excludes Government Ins. School, Peshawar, and an enrolment of 94, which was registered as Girl School in 1937-38.

The increase of 17 in the total number of recognised schools and of 23 per cent in the total number of scholars over the figures for the year 1931-32 is very encouraging. The Inspector of Girls' Schools in her report about the last quinquennium set out the needs of the Province to be :—

- (i) The opening of a high school for girls at the headquarters of each district.
- (ii) The opening of vernacular middle schools at the headquarters of each district.
- (iii) The opening of primary schools at each large village.
- (iv) The provision of high school and college scholarships to enable girls to proceed beyond the middle stage.
- (v) The provision of commodious buildings with playgrounds attached and
- (vi) The provision of places of scholars in girls' schools.

It is regretted that on account of the lack of funds it has not been possible to meet all the above demands. The department has, however, managed to open one high and 10 primary schools and to convert three primary schools to the status of middle schools. In addition to this, three high school scholarships of the value of Rs. 6 per mensem each for daughters and Rs. 4 per mensem each for daughters, tenable for two years have been instituted to be awarded only to girls who have passed the Anglo-vernacular middle school examination. Three scholarships of the same value but tenable for four years have been instituted for award to girls who have passed the Anglo-vernacular middle examination. Two college scholarships of Rs. 5 per mensem each tenable for two years have been instituted to be awarded to girls who have passed the Matriculation Examination.

Large middle buildings with particularly playgrounds have been constructed at Kohat, Peshawar, Ferozepur, Rawalpindi, Ferozpur, Khat Khodair, and Kohat, while extensive repairs have been made at the Middle and High schools at Muzaffargarh and Lady Curzon College, Ferozepur. A new school for girls at Peshawar. A new department for the development of higher has been added to the Government Normal School for Women, Peshawar. Provisions are made for the construction of some aided schools to add more places to their buildings. Municipi-

palties also have not been idle. A playground has been provided for the Municipal Board Girls' School, Abbottabad, and new buildings have been put up for the Girls' schools at Bannu and Dera Ismail Khan. The Khairat Girls' School, in Peshawar Cantonment has also been provided with a large building. Some of the badly run old schools have been moved to better buildings, but still much remains to be accomplished in the way of improving accommodation, especially in the Peshawar and Mardan Districts.

A small beginning has been made in introducing the medical inspection of pupils in girls' schools. Systematic inspections are held at the two Government schools at Peshawar and the Government hostel at Abbottabad. Mission schools look after the health of their pupils themselves. Municipalities, though agreeing with the principle of medical inspection, have done little to introduce it in their schools, and nothing has been done in this line in rural schools. There is an increasing amount of Tuberculosis, eyes and throat diseases are common. It is imperative that all secondary schools should have regular medical inspection. Provision has been made for medical inspection in boys' schools situated at the headquarters of the districts, and it will be well if the health of the future members of the Province also receives the attention that it deserves.

The instructional condition of girls' schools has risen to a satisfactory level. Physical education has also not been ignored. Badminton, netball and tennis are played in high schools.

The Government Normal School for Women is the only training school of the kind in this Province. A detailed mention of girls' education has been made in Chapter VI.

The Government hostel for girls which was transferred from Peshawar to Abbottabad, continues to be popular. Miss Hakim has been in charge of the hostel since its removal. There are now 24 inmates in the hostel, 10 are Muslims, 10 Hindus, and 2 Sikhs.

Education in agencies and tribal areas

7. Education in agencies and tribal areas is administered from the central revenue and local funds, the control of the Political Agents and Deputy Commissioners of the respective areas. A detailed account of the schools in tribal areas and tribal areas as defined in the State will be found in Chapter IX of this report.

On account of the financial difficulties it has not been found possible to make any improvement in the expansion of education in agencies and tribal areas, but by observing strict economy in expenditure it was possible to find funds for the following improvements:

- (a) The Anglo Vernacular School, at Thana (Malkand Agency) was raised to the status of a high school in 1935-34.
- (b) English was added as a subject of study in the 5th and 6th classes at the lower middle schools at Dargai (Malkand Agency) and at Alizai (Kurram Agency).
- (c) The primary school at Jamrud (Khyber Agency) and at Kohat and Kangran (South Waziristan Agency) were raised to the status of lower middle schools.
- (d) Nine new primary schools were opened, two in Kurram (one for boys and one for girls), two in Malkand, three in North Waziristan, one in the South Waziristan and one in the Khyber Agency. Only one primary school at Baska (in the Shirani Territory) had to be closed on account of its failure to attract boys. The schools in Swat State are financed from the state funds and a sum of Rs. 1,800 per annum is paid to the Wali of Swat as a subsidy for the maintenance of primary department attached to the Anglo Vernacular Middle School at Saibul Shah.

The number of public schools in the agencies and tribal areas rose from 59 in 1931-32 to 67 in 1936-37, while the number of scholars attending them increased from 3,039 to 4,175. In the year 1931-32 the Swat State had 167 schools with 1,430 scholars attending them. On account of serious economic depression and financial difficulties the Ruler of Swat had to close five lower middle and two primary schools during the years 1933 to 1935. At the close of 1936-37 there were only two schools in existence, viz. an Anglo Vernacular middle and a primary school with 394 pupils on rolls.

The number of private unrecognised schools in the Kurram and North Waziristan Agencies rose from 10 in 1931-32 to 17 at the close of the period under review; while the number of scholars attending them rose from 142 to 628.

The total direct expenditure on agency and tribal schools has risen from Rs. 90,719 to Rs. 1,24,211. The increase is mainly due to the raising of the status of Thana Anglo Vernacular Middle School and the appointment of English and other teachers in lower and full middle schools. A description of these schools has been given in Chapter IX.

Education in cantonments.

8. Peshawar, Nowshera and Risalpur are the three cantonments that spend money on the education of boys and girls living within their areas. The following statement will show the numbers of schools maintained by the three cantonment boards and the amount of grant-in-aid paid by them to aided schools.

Year	Number of Schools	Number of Scholars	Expenditure	Number of qualified teachers	Grants allowed to aided schools
			Rs.		Rs.
Peshawar Cantonment.					
1931-32	1 (Girls' Primary)	81	1,477	12	1,176
1932-33	1 Do	60	1,285	12	6,146
1933-34	1 Do	57	1,608	0-1	6,780
1934-35	1 Do	85	1,135	2-2	7,600
1935-36	1 Do	107	1,021	4-3	7,454
1936-37	1 Do	158	2,451	3-7	9,096
Nowshera Cantonment.					
1931-32	1 (Boys)	116	1,393	4-4	9,702
1932-33	1	217	1,125	4-4	9,981
1933-34	1	197	4,231	6-6	5,843
1934-35	1	191	1,870	1-1	6,311
1935-36	1	212	2,474	4-4	5,732
1936-37	1	247	2,116	1-1	7,825
Risalpur Cantonment.					
1931-32	1 (Lower Middle)	-	-	-	576
1932-33	1 Do	-	1,343	2-4	940
1933-34	1 Do	186	1,892	1-4	1,231
1934-35	1 Do	143	1,892	2-4	1,071
1935-36	1 Do	204	1,991	4-6	1,156
1936-37	1 Do	214	1,954	2-4	1,008

The recognised but unaided " Followers' school " at Risalpur is being maintained out of regimental funds. Its statistics are :—

Years.	Number of scholars.	Expenditure. Rs.
1931-32	... 77	828
1932-33	... 74	1,000
1933-34	... 73	1,004
1934-35	... 82	1,200
1935-36	... 95	2,200
1936-37	... 107	1,000

Local boards and education—

9. The last quinquennium closed with the number of district board anglo-vernacular middle schools for boys at four. In 1933-34 the anglo-vernacular middle schools at Swabi and Hangu were converted into high schools and provincialised. In 1934-35 the vernacular middle school at Utmanzai and Ustarzai Payan were converted into anglo-vernacular middle schools while the anglo-vernacular middle school at Karak was raised to a high school and was provincialised. The Municipal Board Anglo-Vernacular Middle School, Baffa, was taken over by the District Board, Hazara, as the Notified Area Committee. Baffa, could not finance it for want of funds. In the year 1936-37 the vernacular middle schools at Topi and Teri were converted into anglo-vernacular middle schools. The net result is that there are now six district board anglo-vernacular middle schools against four at the end of the last quinquennium although three of those four have been provincialised. The Municipal Board Anglo-Vernacular Middle School at Haripur was raised to the high school standard in 1933-34 and was provincialised in the subsequent year.

The vernacular middle school for girls at Mansehra was converted into anglo-vernacular middle school in 1933-34 and is still functioning. At the close of the year 1931-32 there were three municipal board vernacular middle schools for girls, two maintained by the Municipal Committee of Peshawar and one by that of Bannu. On the opening of Government High School for Girls in Peshawar City the middle departments attached to the two municipal schools in Peshawar were closed. The Municipal Board Middle School for girls at

Baimu and the two Municipal Board Vernacular Middle Schools at Kohat. It is a single school split into two parts—an Urdu school and a Punjabi school, which were converted into anglo-vernacular middle schools in 1914 and 1916 respectively. Thus at the close of the present session there are four anglo-vernacular middle schools, all of them maintained by municipalities.

The local boards, not the Province, are supposed to be responsible for vernacular, arabic, and primary education. They are assisted by grants from provincial funds, but are unable to maintain their schools. The following table shows the educational progress of the district from 1911 to 1927, commencing respectively during the session.

Statement A: District Boards.

Year	Municipal Board	Number of schools						Number of pupils											
		Anglo-vernacular middle			Vernacular middle			Primary			Anglo-vernacular middle			Vernacular middle			Primary		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1911-12		4		116	1		881	83		817	878		24,147	129		18,814	7,420		26,234
1912-13		4		136	1		961	59		912	894		24,123	140		19,797	7,760		27,557
1913-14		1	1	170	1		992	83		909	888	251	28,706	180	20	20,871	8,407	26	29,298
1914-15	1	6	1	107	1		851	18		829	894	120	31,976	154		17,847	8,007		25,854
1915-16		6	1	146	1		878	20		858	888	154	28,876	187		17,871	8,500		26,371
1916-17		6	1	125	2		846	80		766	874	100	28,006	221		21,708	8,465		20,173

Statement B: Municipal Committees.

Year	Municipal Board	Number of schools						Number of pupils											
		Anglo-vernacular middle			Vernacular middle			Primary			Anglo-vernacular middle			Vernacular middle			Primary		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1911-12		2	4	0	12	11	23	61		100	100	726	1,000	1,000	1,000	1,000	726		2,726
1912-13		2	3	0	14	11	25	41		71	71	1,000	1,000	1,000	1,000	1,000	711		2,711
1913-14		1	1	0	10	13	23	41		423	423	1,000	1,000	1,000	1,000	1,000	423		2,423
1914-15				0	0	16	16	41		668	668	1,000	1,000	1,000	1,000	1,000	668		2,668
1915-16		2		0	8	16	24	42		812	812	1,000	1,000	1,000	1,000	1,000	812		2,812
1916-17		4		0	9	17	26	44		1,012	1,012	1,000	1,000	1,000	1,000	1,000	1,012		2,812

In the case of district boards the Local Government makes grants to assist them in balancing their educational budgets. The district boards contribute a fixed share not exceeding 25 per cent. of their income (Articles 163 and 164 of the North-West Frontier Province Education Code, 1935 Edition). The percentage of expenditure by Government from provincial revenues on vernacular secondary education for boys to the total expenditure under that head has been more than 94 per cent. during the period. The tuition fees received in district board secondary schools were formerly taken by the district boards. But since 1936-37 this income is also credited to the educational budgets. Municipalities are expected to spend 10 per cent. of their net income on education. Eight of these bodies, viz. Hainpur, Baffa, Abbottabad, Dera Ismail Khan, Bannu, Mardan, Kohat and Nawanshehr continued to receive subvention from provincial funds. The Notified Area Committee, Baffa, on account of financial distress expressed its inability to find any money for expenditure on education and consequently the Anglo Vernacular Middle School at Baffa was taken over by the District Board, Hazara. Similarly in the case of schools situated within the Notified Area Committee of Kulachi the control had to be transferred to the District Board, Dera Ismail Khan. The Municipal Committee of Peshiwar and the Notified Area Committee at Tank continue to spend money out of their own resources on schools which they maintain in the areas administered by them. The following two statements will show the amount spent on education by district boards and municipal committees during the quinquennium under review.

Statement A (District Boards)

Year	District boards	Income from fees	Contribution from other boards	Fixed allotment from the District Board resources	Government grant	Expenditure from boards being notified in columns 4, 5 and 6	Actual expenditure on education exceeding budget
1	2	3	4	5	6	7	8
1931-32	Peshawar	Rs 5830	Rs 7296	Rs 11,410	Rs 2,156,000	Rs 2,70,500	Rs 2,81,423
	Hazara	3,570	1,701	12,211	2,25,000	2,43,500	2,70,100
	Kohat	3,050	840	8,500	1,21,000	1,21,000	1,20,000
	Bannu	2,448		12,641	1,05,000	1,10,240	1,20,000
	D. I Khan	1,705	4,250	8,900	1,11,750	1,43,000	1,70,000
	Total ..	17,554	1,311	75,761	Rs 25,650	Rs 1,15,600	Rs 1,20,700
1932-33	Peshawar	6,015	1,250	52,114	2,36,144	2,72,500	2,88,198
	Hazara	3,558	1,787	37,075	2,41,000	2,68,000	2,80,000
	Kohat	2,606	500	8,500	1,11,000	1,28,000	1,28,000
	Bannu	2,482		12,112	1,07,425	1,12,000	1,15,000
	D. I Khan	1,762	724	10,112	1,10,000	1,43,000	1,40,000
	Total ...	17,433	4,261	99,909	Rs 24,125	Rs 1,32,500	Rs 1,38,198
1933-34	Peshawar...	5,574		52,400	2,11,000	2,60,000	2,60,000
	Hazara	4,011	1,100	39,075	2,28,000	2,64,000	2,64,000
	Kohat	2,680	500	8,500	1,11,000	1,11,000	1,10,000
	Bannu	3,503		12,112	1,11,000	1,11,000	1,10,000
	D. I Khan	1,849		10,112	1,10,000	1,10,000	1,10,000
	Total .	17,620	2,350	1,46,720	Rs 35,500	Rs 1,34,000	Rs 1,30,000
1934-35	Peshawar	8,420	1,314	48,815	2,16,000	2,70,000	2,81,000
	Hazara	6,742	1,287	11,011	2,10,000	2,20,000	2,20,000
	Kohat	3,739	500	8,500	1,12,000	1,12,000	1,12,000
	Bannu	2,845		12,105	1,10,000	1,10,000	1,10,000
	D. I Khan	1,964		10,611	1,47,000	1,50,000	1,50,000
	Total .	23,710	3,601	90,042	Rs 1,02,100	Rs 1,04,000	Rs 1,04,000
1935-36	Peshawar	7,908	1,314	48,815	2,10,000	2,70,000	2,80,000
	Hazara	6,042	1,287	11,011	2,10,000	2,20,000	2,20,000
	Kohat	2,621	500	8,500	1,10,000	1,10,000	1,10,000
	Bannu	2,710		12,105	1,10,000	1,10,000	1,10,000
	D. I Khan	1,980	724	10,105	1,40,000	1,40,000	1,40,000
	Total	21,266	3,825	90,446	Rs 1,02,500	Rs 1,00,000	Rs 1,00,000
1936-37	Peshawar	8,937		17,115	2,27,000	2,70,000	2,80,000
	Hazara	6,722	2,200	11,011	2,10,000	2,20,000	2,20,000
	Kohat	last years	500	11,880			
	Bannu	3,700	500	8,500	1,10,000	1,10,000	1,10,000
	D. I Khan	2,845		12,105	1,10,000	1,10,000	1,10,000
	Total	22,204	7,200	49,511	Rs 1,00,000	Rs 1,00,000	Rs 1,00,000

The figures for 1936-37 shown in column 7 include income from fees given in column 3

STATEMENT OF MUNICIPAL COMMITTEES

Municipality or Notified Area Committee	Provision made for education (excluding sundries) for the years										Actual gross expenditure for the year.			
	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Peshawar ..		40,056	113,074	108,821	68,810	67,045	82,200	80,713	85,851	87,221	85,256	81,735		
Mardan ..		11,652	17,806	10,657	31,301	22,958	14,110	14,063	16,867	16,514	18,214	19,410		
Haripur ..		15,251	18,033	20,600	8,017	10,535	17,074	10,713	9,153	10,337	10,385	10,482		
Abbottabad ..		14,150	16,554	17,082	17,997	18,255	12,025	11,347	14,422	14,500	17,221	18,140		
Nawanshehr (Notified Area Committee).		768	768	847		1,182	768	1,530	768	768		2,218		
Baffa (Notified Area Committee).		11,426	11,814	403		500	10,700	10,700	11,200	403		500		
Kohat ..		23,075	25,708	26,051	16,974	25,562	30,981	24,247	25,430	27,000	27,409	28,863		
Bannu ..		36,345	58,822	38,724	640	42,237	50,183	73,221	34,162	36,445	38,480	39,276		
Dera Ismail Khan ..		25,114	56,810	31,996	13,017	28,486	24,575	23,048	25,250	28,107	28,720	26,938		
Tank ..		3,772	4,250	4,125	4,172	4,286	4,050	3,672	3,886	3,804	3,818	4,561		
Kulachi ..		724					724	724						
Total	2,41,151	2,48,522	2,74,131	2,69,277	2,41,895	2,54,795	2,18,601	2,29,622	2,36,151	2,27,883	2,33,456	2,40,103		

Average salaries in non-Government institutions-

10 The following summary shows the number of employees engaged in teaching in public institutions not managed by Government and the average salary earned by them at the beginning and at the close of the quinquennial under review

Name of employment	Number of teachers in public institutions which are not managed by Government	Average pay in rupees in one month of duration			
		College	Secondary schools	Primary schools	High schools
<i>Institutions for males.</i>					
1931-32.					
District Board	1,677		51.6	36.1	
Municipal Board	105		73.1	49.8	
Private	562	278.3	71.1	59.7	
Total	2,344	278.1	62.1	51.5	
1936-37.					
District Board	1,767		44.4	32.8	
Municipal Board	124		46.7	43.7	
Private	719	272.2	72.5	52.5	
Total	2,610	253.8	53.4	44.4	
<i>Institutions for females.</i>					
1931-32					
District Board	83		62.1	26.1	
Municipal Board	81		62.1	42.2	
Private	280		41.7	25.4	
Total	444		52.7	29.9	
1936-37					
District Board	117		48.7	40.1	
Municipal Board	105		54.4	46.4	
Private	151		43.7	25.2	
Total	373		47.3	37.6	

Classification of scholars by race or creed

11 The following statement shows comparatively the

number of scholars distributed according to race or creed —

Years	In private and Angl. Lodges.	Total pupils	Hindus		Muslims	Buddhists	Jews	Pariahs	Sikhs	Others	Total
			High castes	Backward classes							
1911-12	46	2,7	19,021	—	61,168	—	6	5	4,967	5	85,406
1912-13	39	300	19,818	—	65,879	—	—	7	4,789	51	90,755
1913-14	62	325	19,837	—	68,115	—	—	8	4,853	61	93,577
1914-15	59	24	20,910	20	69,353	—	—	16	5,039	83	95,261
1915-16	87	310	21,111	54	70,564	—	—	4	4,980	180	97,196
1916-17	77	361	22,154	103	69,770	—	—	8	6,450	—	98,989

From the above statement it will be seen that the number of Muslim, Hindu and Sikh pupils increased respectively by 2,953, 5518 and 1,473. The percentage of scholars of these communities according to the population of the Province is

Muslims	3.1
Hindus	15.5
Sikhs	15.1

Missions and education—

12. The statistics for institutions maintained by missionary societies are given in the following statement

STATEMENT OF MISSION INSTITUTIONS -BOYS

	Number of Mission institutions and their pupils						Expenditure							
	Colleges	High schools	Middle English schools	Middle Vernacular schools	Primary schools	Training institute	Other special schools	Total	From Provincial Funds	From Local Funds	From Loans	From Missions	From other sources	Total
CHRISTIAN MISSION														
<i>Church of England</i>														
1911-12	1	3			1			5	5,500	2,000	37-5	9,414	9,000	12,414
Schools	1	3			1			5						
Pupls	114	100			16			230						
1912-13	1	3			4			8	5,100	8,000	35,000	12,000	10,000	14,100
Schools	1	3			4			8						
Pupls	114	100			20			234						
<i>Roman Catholic</i>														
1911-12			1					1	1,100		2,000			3,100
Schools			1					1						
Pupls			14					14						
<i>Hindu Mission</i>														
1911-12		2						2	16,224	2,200	11,000			29,424
Schools		2						2						
Pupls		84						84						
1912-13		2						2	17,590	2,000	11,000			30,590
Schools		2						2						
Pupls		80						80						

Statement of Mission

Number of Mission Institutions and their pupils							
		Colleges	High schools	Middle English schools	Middle Vernacular schools	Primary schools	Training institutions
CHRISTIAN MISSION.							
(a) Church Missionary Society (England).							
	1931-32.	..	..	1	..	1	..
Schools		..	..	211	..	22	..
Pupils		..	..	..	..	..	..
	1936-37.	..	..	1	..	1	..
Schools		..	..	248	..	11	..
Pupils		..	..	..	..	..	..
(b) Danish Mission							
	1931-32.	..	..	..	..	..	..
Schools		..	..	1	..	..	..
Pupils		..	..	98	..	..	..
	1936-37.	..	..	1	..	..	..
Schools		..	..	90	..	..	..
Pupils		..	..	..	..	..	..
(c) American Mission.							
	1931-32	..	..	..	..	1	..
Schools		..	..	..	..	29	..
Pupils		..	..	..	..	..	..
	1936-37.	..	..	..	..	1	..
Schools		..	..	..	..	52	..
Pupils		..	..	..	..	..	..
(d) Roman Catholic.							
	1931-32.	..	..	1	..	..	..
Schools		..	..	88	..	..	..
Pupils		..	..	..	..	..	..
	1936-37.	..	..	..	..	..	..
	
HINDU ARYA SAMAJ.							
	1931-32	..	..	..	10	9	..
Schools		..	..	..	1,884	897	..
Pupils		..	..	..	..	..	..
	1936-37.	..	..	1	8	10	..
Schools		..	..	205	2,078	735	..
Pupils		..	..	..	..	..	..

Institutions—Girls

Other special schools	Total	From Provincial funds	From local funds	From Govt.	From Municipalities	From other sources	Total
	R.	R.	R.	R.	R.	R.	R.
...	231 } 9 }	18,797	440				19,237
...	280 } 2 }	6,160	1,452	3,055	4,607	474	15,748
...	68 } 1 }		4,421				5,421
...	100 } 1 }	2,501	99	290	900	2,500	6,290
...	30 } 1 }		1,000				1,000
...	52 } 1 }	...	562	202	1,200		2,000
...	208 } 1 }		5,100				5,990
...	2,741 } 1 }	...	40,334	...			40,334
...	3,018 } 1 }	16,930	11,504	308	41,324	1,890	71,825

Pensions and provident funds—

13. All members of the inspecting staff and all teachers in Government schools continue to remain subject to the ordinary rules relating to pensions and to the General Provident Fund. The contributory provident fund system which was in force in the agency schools of North Waziristan, Kurram and Malakand was replaced by a pension system with effect from April 1st 1933 on the conditions that :—

- (1) The amount of contributions by Government with interest thereon standing to the credit of the teacher in question in the contributory provident fund be repaid to Government.
- (2) The amount of subscriptions together with interest thereon standing to the credit of such teachers in the fund be transferred to their credit in the General Provident Fund

The teachers serving in Khyber and South Waziristan Agencies are already enjoying benefits of the pension scheme admissible under the ordinary rules. Permanent teachers employed in schools managed by local or private aided bodies are members of provident funds governed by rules approved by the department. The following statement gives the number of employees in board and private institutions who enjoy either pensions or provident fund benefits.

Name of employing authority	Number of teachers					
	Qualifying for pension			Qualifying for provident fund		
	Boys	Girls	Total	Boys	Girls	Total
1931-32						
Under District Board ..	..	..	..	1,212	14	1,226
Under Municipal Board ...	8	..	8	63	34	97
Under Private Bodies ...	..	..	..	390	55	445
Total ...	8	..	8	1,665	103	1,768
1936-37						
Under District Board ..	..	..	..	1,479	52	1,531
Under Municipal Board ..	7	..	7	77	67	144
Under Private Bodies ...	..	..	..	492	54	546
Total ..	7	..	7	2,048	173	2,221

CHAPTER II

'CONTROLLING AGENCIES.

Direction-

1. (a) The post of the Director of Public Instruction, was held by the writer of this report throughout the quinquennium except for leave ex India during a period of 8 months and 14 days in 1935 when Khan Bahadur Mir Karam Bakshi, P. E. S., Inspector of Vernacular Education, officiated for him.

Khan Sahib Ghulam Sarwar Khan, B.A., P. E. S., held the post of Personal Assistant to Director of Public Instruction, North-West Frontier Province up to the forenoon of 20th July, 1936, when he proceeded on 4 months' leave preparatory to retirement after a long and meritorious service. He was succeeded by Khan Sahib Mauly Muhammad Alam, B.A., P. E. S., who also in addition held the post of Registrar of Departmental Examinations, and the Secretary of the Text Book Committee, North West Frontier Province till August 4th, 1936, when he was relieved of the latter charge by Huzar Abdul Hamid, B.A., P. E. S. Mr. Nur Elahi Khan, B.A., P. E. S., held the post of Registrar of Departmental Examinations and the Secretary of the Text Book Committee till the afternoon of May 14th, 1935, when he proceeded on leave for 4 months. On the expiry of his leave, he was posted as Headmaster, Government High School, Peshawar.

(b) The following departmental examinations are held under the supervision of the department:-

- (i) Anglo Vernacular Middle Examination for boys
- (ii) Vernacular Middle Examination for boys
- (iii) Junior Vernacular Certificate Examination for male teachers
- (iv) Senior Vernacular Certificate Examination for male teachers
- (v) Drawing Masters' Certificate Examination for men
- (vi) Post-Matric Clerical (Secretarial Class) Examination

In 1932-33 the Director of Public Instruction's office was re-organised. It was divided into 5 branches, viz., Accounts, General, Records, Establishment and Copy. Since this re-organisation the disposal of cases has considerably quickened. The office accommodation has also been considerably improved. A building which was formerly used by the Archaeological Department was placed at the disposal of the Director of Public Instruction in 1932-33, and has since been occupied by the Accounts and Establishment branches and also by the Registrar of Departmental Examinations. The office staff has also been strengthened in the closing year of the quinquennium under review by the addition of two clerks in the grade of Rs. 75-5-100 to Rs. 150.

Inspection--

(A) PROVINCIAL INSPECTING STAFF

2. The post of the Inspectress of Girls' Schools was held throughout the period by Miss G. F. Littlewood, M.B.E., I.E.S., except for the following periods :

- (i) Five months and 21 days from May 18th to November 7th, 1932
- (ii) Two months and 12 days from September 17th to November 28th, 1934, and
- (iii) Six months from May 13th, 1936, to November 12th, 1936 when she was on leave ex-India

The progress made in the education of girls during the period under review which will be mentioned in Chapter VI of this report is due to the great zeal and enthusiasm of Miss G. F. Littlewood in the cause of female education. Her services have been recognised by the Government by the award to her of the "M.B.E." and also of the "Kansari Hind Gold Medal" in 1933-34. She had to work without an assistant from 8th November 1932 to 4th January 1933, and again from November 17th 1933, to 31st August 1934 because during these periods the Assistant Inspectress remained on sick leave, and the post was kept vacant owing to the difficulty of finding a suitable incumbent. To relieve the Inspectress, of the great pressure of work which the absence of her assistant entailed, special arrangements had to be made to help her by appointing non-official ladies for short periods to inspect district board girls' schools.

A recommendation was made by the Primary Education Committee who visited this Province in 1920 that "two inspectresses, each touring the whole Province are not sufficient. There should be one Inspectress in general charge of the Province with two assistants each in charge of half the Province. At a later date, as the education of girls expands, one assistant inspectress in each district will probably be needed."

Although expansion in education of boys was stopped in 1931 on account of retrenchment, the education of girls has been slowly expanding. A decision to appoint a lady for the post of the second assistant inspector has been prepared for the past several years, but it has not been possible for the Government to sanction it on account of financial difficulties. Touring in this Province has proved difficult for women. It involves a very great amount of travel for a lady to have to tour over the whole Province, and consequently the appointment of a second assistant inspector is a very urgent necessity. To meet this urgent need, the creation of a temporary post of Personal Assistant to the Inspector of Girls' Schools was sanctioned by Government from January 1st to March 31st 1936 on a fixed pay of Rs. 100 per mensem and the conditions for appointment to the post was that the lady should belong to the rural area. It was not possible to fill it for want of a suitable candidate. The post was again temporarily created for two months in the following year from January 25th 1937 (which has now been extended up to the end of June of the current year) on a fixed salary of Rs. 100 per mensem and Miss E. Rahib B.A. B.L. of the Government Normal School for Women, P. H. Jawar, has been appointed to this post. Government has now decided at long last, eight years after the recommendation was strongly made by the Primary Education Committee, to create a second post of assistant inspector.

The office established for the Inspectress of Girls' Schools was also increased during the period by raising the grade of her Head Clerk from Rs. 45 to Rs. 60 to Rs. 75 in 1925, 1926, 1927, 1928, 1929, and for the addition of two clerks one in the grade of Rs. 45 to Rs. 60 and other in the grade of Rs. 60 to Rs. 70.

3. Khan Rahib: Mr. Khan Rahib, P.F.S., continued to fill the post of Inspector of Vernacular Education

except for the following periods :—

(i) 24th July to 12th August 1933,

(ii) 23rd November to 22nd December 1933,

when he was on leave on average pay and the post was kept vacant.

On the afternoon of February 12th 1935, he was appointed officiating Director of Public Instruction and to fill his post Khan Shah Alam Khan, M.A., LL.B., Headmaster, Islamia Collegiate School, Peshawar, was appointed officiating Inspector of Vernacular Education on the same date. The former on the expiry of his officiating period on the afternoon of October 27th 1935, proceeded on leave preparatory to retirement while the latter continued to hold charge of the post in which he was confirmed on April 28th 1936, the date on which Khan Bahadur Mir Karim Balhsh was superannuated.

(B) DISTRICT INSPECTING STAFF.

(i) District Inspectors of Schools

4. Mardan, which was formerly included in the Peshawar District as a sub-division was converted into a separate district in the closing year of the quinquennium and a new post of District Inspector of Schools in the P. E. S. grade was created, which was filled by the promotion of S. Jafar Hussain Shah, B.A., B.L., Headmaster, Government High School, Tank, from the S. E. S. senior grade on February 13th 1937. The following changes also took place among the district inspecting staff :

(i) Owing to the sad death of Q. Inayat Ullah, B.A., P. E. S., District Inspector of Schools, Peshawar, just at the close of the last quinquennium, Pirzada Nur Hussain Azri, M.A., Headmaster, Government High School, Mardan, was promoted to the North West Frontier Province, Educational Service, and was appointed District Inspector of Schools and posted to Bannu District.

(ii) On the retirement of Khar Sahib Ghulam Sarwar Khan, B.A., P. E. S., on July 20th 1936, Hakim Bashir Hussain, District Inspector of Schools, Hazara District working in the S. E. S. grade was promoted to the P. E. S. grade from the

forenoon of August 4th 1936, and remained posted to Hazara District.

- (iii) Muthi Azam Khan, B.A., P. H. S., District Inspector of Schools, Peshawar, was transferred to the Government Training School for Men, Peshawar, as Headmaster in 1933-34, and has been holding that post since then.

(11) *Assistant District inspectors of schools.*

5. A post of assistant district inspector of schools was created in the Hazara District in 1934, increasing the number of assistant district inspectors of schools in that district to two. Now there are two assistant district inspectors of schools, one in Dera Ismail Khan, one in Rawat, one in Kohat, two in Peshawar, one in Multan and one in Hazara District. These officers are responsible, under the supervision and general control of the district inspectors of schools, for the inspection of primary schools and of primary departments of secondary schools, situated in their respective Provinces. There are no schools in this Province. The policy followed in other parts of India is to give each district inspector of schools a fixed number of schools to visit, and if this policy could be followed in this Province, also, the work of inspection would have improved considerably and primary schools would have become more efficient.

The clerical staff working in the offices of district inspectors of schools remained the same at the end of the last quinquennium except that two new posts, one in the grade of Rs. 45-2-100 and another in the grade of Rs. 40-2-40, were created and sanctioned for the new Multan District. The post of the Mohini in the grade of Rs. 30-12-60/2

70 was transferred from the office of District Inspector of Schools, Peshawar, to that of Kohat where the need of an additional clerk was very keenly felt owing to the increase of work in that office. The post of the head clerk in the District Inspector's Office at Kohat will continue to be in the grade of Rs. 40-2-40 although the post of head clerk's working in other district offices are graded Rs. 35-2-100. On account of financial difficulties it has not been possible to raise the grade. In the list given below detail of the district inspecting staff at the close of the quinquennium under review is given.

District	Name of District Inspector of Schools	Service and grade	Assistant District Inspectors of Schools	Service and grade
Dera Isma'il Khan.	Ch. Ghulam Rasul, B.A.	P. E. S. and Rs. 250—25500/25—600.	(1) M. Muhammad Nawaz Khan. (2) L. Behari Lal.	Rs. 120—4—160. Ditto.
Bannu ...	Ch. Muhammad Abdullah, B.A.	Ditto ..	(1) M. Muhammad Aslam, B.A., B.T.	Ditto.
Kohat ...	Pirsada Nur Hussain Azim, B.A.	Ditto ...	(1) M. Hakim Shah, B.A., S.A.V.	Ditto.
Peshawar ...	Khan Sahib Sh. Allah Din, B.A.	Ditto	(1) Malik Baz Gul. (2) M. Muhammad Masud-ul-Rehman, M.A.	Ditto.
Mardan ...	S. Jaffar Hussain, B.A.	Ditto ...	(1) Mirza Najmud Din, B.Sc., B.T.	Ditto.
Hazara ..	Hakim Bashir Hussain, B.A.	Ditto	(1) Sh. Muhammad Ibrahim, B.A., S.A.V. (2) S. Abbas Ali Shah Zafar, B.A., B.T.	Ditto.

In addition to the above assistant district inspectors of schools the Government sanctioned temporarily a post of physical supervisor in the grade of Rs. 120—4—160 less 15 per cent. cut in the year 1936. M. Nisar-ul-Haq, B.A., D.Ph.E., was appointed to this post on May 1st 1936. His main duty is to work under the orders of the district inspectors of schools in different districts for the improvement of drill and physical instruction in all primary and secondary schools in the Province. During the time at his disposal the physical supervisor arranged to hold physical training courses in the whole Province between 6th May 1936 and 14th May 1937. All drill instructors of anglo-vernacular secondary schools and selected teachers from each vernacular secondary and primary school in the Province were trained at different training camps held at convenient centres in various districts. The number of drill masters thus trained is 46 while the number of teachers who have received this training is 764. They were given practical and theoretical lessons on calisthenics, marching, natural track and field events, pole-drill, mass-drill, wand-

drill, major and minor games, dietary and health habits and sexual hygiene. As a result of these training courses, drill and physical instruction in schools has improved considerably. The post of the physical supervisor was created temporarily for one year. The period has since been extended to another year. Since the result of this experiment has been satisfactory it is hoped that the post will be made permanent.

Government high schools—

6. (a) On the promotion of Puzala Nur Hussain, Azmi, M.A., from the subordinate to the provincial service, S. Muhammad Hussain Shah, B.A., was promoted to the headmaster's grade, viz., R. 180-12-240 from the junior S. E. S. grade of R. 120-4-160 and was posted to Government High School, Adla Sahib, in the year 1932-33. Khan Inayat Ullah Khan, M.A., I.E.S., Headmaster, Government High School, Peshawar, remained on leave till October 1932, when he retired on pension. Since recruitment to the I. E. S. was suspended, the post was held in abeyance and a temporary post in the subordinate service of Rs. 180-12-240 was created and was filled by H. Rasha Hussain, B.A., till 1st October 1933, when the I. E. S. post was abolished. A provincial class post in the grade of Rs. 170-18-800 was created in place of the I. E. S. post thus abolished and was temporarily attached to the Government High School, Charsadda. Hafez Abdul Hamid, B.A., was promoted to this post.

In 1933-34 two district board Anglo-Vernacular middle schools for boys (one at Swabi in the Peshawar District and the other at Hangu in the Kohat District) were provincialised and raised to the status of high schools. To the two posts in the senior subordinate grade of R. 180-12-240 thus created L. Thaker Dass, B.A., B.L., and Ch. Abdur Rahim, B.A., B.L., were promoted from the junior S. E. S. grade of R. 120-4-160.

A Government high school for girls (Lady Griffith Government High School for Girls) was opened during this quinquennium and located in the city of Peshawar. Miss E. R. Gregory, B.A., L.T., was appointed principal of the school on Rs. 350 per month in the time scale of P. F. S. class II

women's branch (350—10—500). A detailed report about this school will be found in Chapter VI.

In the year 1934-35 the Municipal Board High School at Haripur in the Hazara District was provincialised and Khawaja Muhammad Ashraf, M.A., B.T., Headmaster, Government High School, Parachinar, was appointed to the headmastership of the school. In the year 1935-36 the District Board Anglo-Vernacular Middle School at Karak in the Kohat District was provincialised and M. Hazrat Gul, B.Sc., B.T., Headmaster of the same district board school was taken into Government service and was appointed as Headmaster of the new Government school.

On the retirement of Khan Sahib Ghulam Sarwar Khan, B.A., P.E.S., as has already been stated; H. Bashir Hussain was promoted to the P. E. S. and the vacancy caused by this promotion in the subordinate senior grade was filled by the promotion of M. Ghulam Jilani, B.A., B.T., from the junior subordinate grade. M. Ghulam Jilani was posted as Headmaster, Government High School, Swabi.

The number of Government high schools both for boys and girls in the Province has risen from 11 in 1931-32 to 16 at the end of the quinquennium under review.

(b) In order to meet the persistent demand of the people voiced both inside and outside the local provincial council, the Government agreed to start technical and industrial classes for the training of blacksmiths and carpenters. These classes were started on May 15th 1935, and were attached to the Government Training School for Men, Peshawar. Twenty stipendiaries with a stipend of Rs. 10 per mensem each were admitted to these classes. The classes were placed under the general control of the Headmaster, Training School for Men, Peshawar, with the following additional staff :—

- (i) The drawing master of the training school (M. Manzoor Hussain) was promoted from Rs. 70—3—100 grade to Rs. 120—4—160 and placed in charge of the classes in addition to his work as drawing master.
- (ii) A master blacksmith at Rs. 60 per mensem fixed.
- (iii) A master carpenter at Rs. 60 per mensem fixed.
- (iv) A painter at Rs. 60 per mensem fixed.
- (v) A workshop attendant on Rs. 20 per mensem fixed.

The table given below gives the names of headmasters in the S. E. S. senior grade (Rs. 180—240) posted to the Government high schools mentioned against each at the close of the quinquennium under review.

Name of Government High School	Name of the Headmaster	Grade
<i>Dera Ismail Khan District.</i>		
		Rs.
1. Kulachi ...	S. Muhammad Hussain Shah, B.A., S.A.V.	180—12—240
2. Dera Ismail Khan.	L. Nand Lal Hooja, B.A., B.T.	Do
3. Tank ...	L. Dityat Das, B.A., S.A.V.	Do
<i>Bannu District.</i>		
4. Lakki ...	M. Abdus Samad Khan, B.A., B.T., LL.B.	Do
5. Bannu	Mr. B. C. Ramo, B.A., B.E., G.S., Diploma of Education (Bristol).	Do
<i>Kohat District.</i>		
6. Karak ...	M. Hazrat Gul, B.Sc., B.T.	Do
7. Kohat ...	L. Arand Parkash, B.A., B.T.	Do
8. Hangu ...	L. Thakar Das, B.A., B.T.	Do
<i>Peshawar District.</i>		
9. Peshawar ...	M. Nur Elahi Khan, B.A., P.E.S.	210—25—500/ 25—600
10. Charsadda	M. Abdur Rahim, B.A., B.T.	180—12—240
11. Mardan	M. Zahir Ahmad Khan, B.A., B.T.	Do
12. Sawabi	M. Ghulam Miani, B.A., B.T.	Do
<i>Hazara District.</i>		
13. Haripur ...	Kh. Muhammad Ashraf, M.A., B.T.	Do
14. Abbottabad...	Sh. Faah-ul-Din, B.A., B.T., LL.B.	Do
15. Mansehra ...	M. Hissam-ul-Din, B.A., S.A.V.	Do

Name of Government High School	Name of the Headmaster	Grade
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AGENCIES.

(i) *Malakand.*

16. Ihana	M. Faiz Muhammad, M.Sc., B.T., LL.B.	Rs 180—12—240
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(ii) *Kurram*

17. Parachinar.	M. Muhammad Razaan, B.A., S.A.V.	Do
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It has been stated in Chapter IX that during the quinquennium under review the Anglo-Vernacular Middle School at Ihana in Malakand Agency was raised to the high school standard.

7. The following tables will give information with regard to the personnel of the department.

(a) Indian Educational Service.

	1932-33		1936-37	
	Posts	Grades	Posts	Grades
European	1 man	Rs 1,500-50-1750 plus duty allowance of Rs 15 plus oversea pay £13-6-8.	1 man	Rs 1,500-50-1750 plus 150 D.A. plus £13-6-8 S.O.P.
	1 woman	Rs. 400-25-850 plus Rs. 100 O.S.P., plus Rs. 30 conveyance allowance.	1 woman	Rs. 400-25-950 plus Rs. 150 O.S.P., plus Rs. 30 conveyance allowance
Indian	1 man	Rs. 400-50-1,250 plus Rs. 30 O.S.P.		Abolished since 1st October 1933 after the retirement of the permanent incumbent, Khan Inayatullah Khan M.A., I.E.S., and a P.E.S. post in the grade of Rs. 250-25-500; 25-600 was created

(b) Provincial Educational Service :-

1931-32.		1936-37	
Selection grade—		Selection grade—	
Rs. 650—30—800	1 man.	Rs. 650—30—800	1 man.
Time-scale—		Time-scale—	
Rs. 250—25—500		Rs. 250—25—500	
25—600	8 men.	25—600	10 men
Rs. 200—10—250	1 woman	Rs. 200—20—400	1 woman
		20—500	
		Rs. 150—10—500	1 woman

(c) Subordinate Educational Service :-

(i) Men—		1931-32	1936-37
Grade		posts	posts
I	Rs. 180—12—240	11	15*
II	Rs. 120—4—160	33	44
III	Rs. 80—4—120	1	1
IV	Rs. 70—3—100	81	116
V	Rs. 40—2—60	36	50
VI	Rs. 30—1—40	13	16
Total		177	242

* Includes one post in the grade of Rs. 180—12—40 which was transferred from the Government training school at Chhota Khet after it was abolished from 1st April 1931, and was attached to the office of Director of Public Instruction.

(ii) Women—		1931-32	1936-37
		posts	posts
Special grade	Rs. 150—10—250	1	1
Second grade	Rs. 130—10—200		1
Third grade	Rs. 140—10—150		1
Fourth grade	Rs. 120—10—150		1
Fifth grade	Rs. 100—10—150	1	2
Sixth grade	Rs. 90—10—150		4
Seventh grade	Rs. 70—6—150	2	3
Eighth grade	Rs. 70 fixed	2	2
Total		6	15

8 The table at (b) above will show the constitution of the provincial educational service. It will appear from that table that there are 11 posts in the provincial educational service for men in the whole Province, one of which is placed in the selection grade of Rs. 650-30-500, while there are two posts belonging to the above service in the women's branch. The only selection grade post in the provincial service is held by the Inspector of Vernacular Education. In the Punjab this post is held by a class I officer and it seems necessary that this post should also be made a class I post. In the women's branch the post of the Principal, Lady Griffith Government High School for Girls (which will very likely become an intermediate college in the near future) should also be made a class I post.

9 The following table will show the cost of direction and inspection:

Head	Cost	Percentage of total cost of education (both direct and indirect)	Percentage of direct expenditure	Cost per public institution
	Rs.			Rs. as. ps.
Direction	68,955	2.2	2.9	67 13 10
Inspection	1,16,324	3.6	4.8	114 11 0

The percentage of total provincial expenditure to the total provincial expenditure on direction and inspection is given below:

Direction		5.8
Inspection	{ Male	4.5
	{ Female	1.0

10 The following statement compares the scales of salaries paid in Government and aided high schools in this Province:

Statement showing scale of salaries paid in Government High Schools and aided High Schools in the North-West Frontier Province—Compiled

Government schools			Aided high schools		Remarks
Staff	Qualifications	Scale of pay	Staff	Qualifications	
Senior Oriental Teachers,	S.V. H.A. or H.P. H.A. or Shastri.	70—3—100	Senior Oriental Teachers,	S.V. H.A. or Shastri or H.P.	a) 45—2—65 b) 30—0—55—3—85
Junior Oriental Teachers	Ditto	40—2—60	Junior Oriental Teachers,	Ditto	a) 35—2—55 b) 35—0—31—40 25—30
Commercial Masters	Commercial Teachers' Diploma	80—4—120	Commercial Masters	Diploma in Commerce	90
Drawing Masters	Senior Drawing masters' certificate.	70—3—100	Senior Drawing Masters	Senior Drawing Certificate,	a) 50—2—70 b) 50—60 c) 5—3—85
Drill Instructors	Senior Drill masters' Certificate	30—1—40	Drill Instructors	Drill Instructors Certificate	a) 35—1—55 b) 2—1—15 and 50 while Government gives grant c) 30—40 45—3—75

(a) For Church Mission Schools,
(b) For Islama Collegiate
(c) For Khalsa High School Peshawar

Boy Scout movement:-

11. A detailed account of the movement will be found in Chapter X, Miscellaneous Activities, but the constitution of the Provincial Council and of the local associations is given in this chapter.

(a) Provincial Council

The statement given below gives the constitution of the Provincial Council.

(1) *Provincial Chief Scout*

His Excellency Lieutenant Colonel Sir Ralph Ordith,
K.C.S.I., C.I.E.

(2) *Provincial Commissioner and Secretary:-*

T. G. Orgill, Esquire, M.A., C.I.E., F.E.S., Director
of Public Instruction, North West Frontier Province.

(3) *Assistant Provincial Commissioner*

Khan Shih Alam Khan, M.A., LL.B., P.E.S.
Inspector of Vernacular Education, North West
Frontier Province.

(4) *Additional Assistant Provincial Commissioners:-*

Lieutenant-Colonel E. W. C. Noel, Director of Agriculture and Allied Departments, North West Frontier Province.

(5) *Assistant Provincial Commissioner for Training and Scout Organizer*

1. Ram Chand Mahoo, Woodbridge (Scout and Cub)
Peshawar.

(6) *Members of Provincial Council*

- (a) The Hon'ble Nawab Sa. Sahibzade Abdul Qayum Khan, K.C.I.E. Chief Minister to the Governor, North West Frontier Province.

- (ii) Major A. N. Sharma, I. M. S., District Commissioner, Boy Scouts Association, Hazara, Abbottabad.
- (iii) S. F. Grant, Esquire, M.B.E., District Commissioner, Boy Scouts Association, Peshawar District.
- (iv) Dr. Tila Muhammad Khan, District Commissioner, Boy Scouts Association, Mardan District.
- (v) J. F. Rollo, Esquire, District Commissioner, Boy Scouts Association, Kohat.
- (vi) Dr. A. D. Iliff, District Commissioner, Boy Scouts Association, Dera Ismail Khan.
- (vii) Major S. S. Lavender, District Commissioner, Boy Scouts Association, Kurram, Parachinar.
- (viii) Major H. H. Johnson, C.I.E., M.M., I.A., District Commissioner, Malakand Agency, Dir, Swat and Chitral States.

(7) *Representatives of Local Associations on the Council.*

(i) *Hazara Association.*

- (1) Sh. Fasih-ud-Din, B.A., B.T., LL.B., Headmaster, Government High School, Abbottabad.
- (2) Dr. Sewak Ram Yatri, D.S.M., A. V. A. S. High School, Abbottabad.

(ii) *Peshawar Association.*

- (3) S. Sujan Singh, B.A., B.T., Honorary Secretary, Boy Scouts Association, Peshawar.
- (4) M. Ghulam Sarwar Khan, B.A., District Scout Master, Boy Scouts Association, Peshawar.

(iii) *Kohat Association.*

- (5) Khan Bahadur Nawab Captain Baz Muhammad Khan, M. L. A., Nawab of Teri.
- (6) Rai Bahadur Diwan Mathra Das, M.A., LL.B., Pleader, Kohat.

(iv) *Bannu Association.*

- (7) Ch. Muhammad Abdulla, B.A., P.E.S., District Inspector of Schools, Bannu
- (8) L. Nand Lal, B.A., B.L., Headmaster, Government High School, Bannu

(v) *Dera Ismail Khan Association*

- (9) L. Bihari Lal, Assistant District Inspector of Schools, Dera Ismail Khan.
- (10) S. Nasir Ali Shah, B.Sc., B.L., Idarwa High School, Dera Ismail Khan

(vi) *Mardan Association*

- (11) L. Pars Ram, B.A., B.L., Headmaster, Sanatan Dharam High School, Mardan
- (12) Khan Sher Dil Khan, Municipal Commissioner Mardan.

(vii) *Kurram Agency*

- (13) M. Abdul Samad Khan, B.A., B.L., LL.B., Headmaster, Government High School Parachinar

(viii) *Malakand Association*

- (14) Khan Mir Abdullah Khan, Honorary Secretary Boy Scouts Association, Matikand Thana
- (15) M. Fuz Muhammad Khan, M.Sc., B.L., LL.B. Headmaster, Government High Schools Thana

(b) *Local Associations*

The statement given below gives details about the local associations :

b) Local Associations

Local Association	President	Honorary Secretary	Honorary Treasurer	District Scout Master
1. Hariana	Major A. N. S. (M.S.) Abbottabad	S. F. (M.S.) Head Master Government High School, Abbottabad	Mr. (M.S.) Head Master A.V.A.S. High School, Abbottabad	Dr. Sevak Ram Yatri Wood Bidge A.V.A.S. High School Abbottabad
2. Peshawar	S. F. (M.S.) Head Master Government High School, North West Frontier Province, Peshawar	S. S. (M.S.) S. A. B. Head Master Khan Sahib High School, Peshawar	Honble. R. A. Bahadur Lal Mehar Chand Khan Sahib Finance Minister, North West Frontier Province,	M. Ghulam S. A. Khan B.A. 4th Master Government Training School Peshawar
3. Mardan	Dr. (M.S.) Head Master Medical Hospital, Civil Mardan	L. P. (M.S.) B.A. B.F. Head Master Sanitation Department High School, Mardan	Seth. Boota M. A. Khan M. A. Khan M. A. Khan M. A. Khan	Pt. (M.S.) Nith B.A. Teacher, Sanitation Department High School, Mardan
4. Malakand Agency.	1. Major H. H. Johnston C.I.F. M.M. I.A. 1st Agent Malakand, 10th March 1937 2. Major L. H. Cobb, O.B.E. Political Agent Malakand.	Khan. Mir Abdullah Khan Khan Khan Khan Malakand	Khan Ghulam Hyder Khan Subedar Major Swat Levies, Malakand	M. F. A. 12 Muhammad Khan, M.Sc., B.F., LL.B., Head Master, Government High School Thana
5. Kohat	J. I. R. (M.S.) Asst. Comm. Revenue Depart. Kohat	1. P. (M.S.) N. A. B. A. P. I. A. District Inspector of Schools, Kohat (2) L. N. (M.S.) L. A. B. A. 2nd Master Bharati High School, Kohat.	C. A. (M.S.) D. A. (M.S.) D. A. (M.S.) D. A. (M.S.) Kohat.	L. H. (M.S.) Raj B.A. Teacher Bharati High School Kohat

b) Local Associations—continued

Local Association	District Commissioner	Honorary Secretary	Honorary Treasurer	District Scout Master
6. Kurram Agency.	<p>(1) Major G. G. Lovender Commandant Kurram Militia Parachinar, upto February 1937</p> <p>(2) Major G. G. Taylor Commandant Kurram Militia Parachinar</p>	<p>(1) M. Ahmad Sahmad Khan BA 47 LL Head Master Government School Parachinar upto Feb- ruary 1937</p> <p>(2) Mr. Ahmad Gah Master Government High School Parachinar</p>	<p>S. Rana Sahmad Darker Parachinar</p>	Vacant
7. Bannu	<p>Captain F. H. Cobb, OBE, Deputy Commissioner Bannu upto March 1937 Vacant</p>	<p>(1) Mr. Ahmad 1st BA Head Master Government School Bannu upto March 1937</p> <p>(2) Mr. R. A. Rahman Head Master Government School Bannu upto March 1937</p>	<p>Mr. R. A. Head Master Government School Bannu</p>	<p>L. Asa Rana Jemal Anglo Vocational Teacher Government High School Bannu</p>
8. Dera Ismail Khan	<p>Mr. A. D. B. B. Dera Ismail Khan</p>	<p>Mr. A. D. B. B. Dera Ismail Khan</p>	<p>L. Asa Rana Head Master Government School Dera Ismail Khan</p>	<p>M. Nasir Ali Head Master Government School Dera Ismail Khan</p>

CHAPTER III

COLLEGIATE EDUCATION.

- There are three colleges in the Province viz
- (i) Islamia College Peshawar
 - (ii) Edwardes College Peshawar
 - (iii) Vedic Bharti College Dera Ismail Khan

These colleges are affiliated to the Punjab University, and are inspected by the University Inspection Committee. During the quinquennium under review the following new classes have been added to the colleges :-

- (a) In June 1932 Science was added as a subject of study in the intermediate classes in the Vedic Bharti College Dera Ismail Khan
- (b) Agriculture was added in the year 1932 as a subject for the F. F. A. examination to the Islamia College Peshawar
- (c) B. Sc. classes in Agriculture were opened at the Islamia College Peshawar in the year 1935-36
- (d) The Vedic Bharti College at Dera Ismail Khan was raised to the degree standard in June 1935

The Islamia College Peshawar is affiliated for the M. A. course in Mathematics, English and Persian, and B. Sc., B. A. and B. Sc. course in Agriculture. The Edwardes College Peshawar is affiliated for the B. A. courses while the Vedic Bharti College Dera Ismail Khan is affiliated for the B. A. and F. Sc. courses.

2. Statistics about the three institutions are given in

the following table:

Years	Number of colleges	Number of students	Per capita expenditure	Receipts									
				Tuition		Fees		Grants		P. & M.		R. & A.	
				\$	%	\$	%	\$	%	\$	%	\$	%
1931-32	1	781	24,374	87	3.6	1,091	4.5	143	5.8	1,234	5.1	1,234	5.1
1932-33	1	781	24,374	87	3.6	1,091	4.5	143	5.8	1,234	5.1	1,234	5.1
1933-34	1	781	24,374	87	3.6	1,091	4.5	143	5.8	1,234	5.1	1,234	5.1
1934-35	1	781	24,374	87	3.6	1,091	4.5	143	5.8	1,234	5.1	1,234	5.1
1935-36	3	2,122	24,713	10	0.5	1,000	4.7	100	4.7	1,100	5.2	1,100	5.2
1936-37	3	2,122	24,713	10	0.5	1,000	4.7	100	4.7	1,100	5.2	1,100	5.2

From the above table it is seen that the number of students under the plan has increased from 781 in 1931-32 to 2,122 in 1936-37, and the number of students under the plan has increased from 1,234 in 1931-32 to 1,100 in 1936-37. The number of students under the plan has increased from 1,234 in 1931-32 to 1,100 in 1936-37.

The following table shows the increase or decrease in the number of students under the plan from 1931-32 to 1936-37:

	1931-32	1936-37	Increase (+) or decrease (-)
R.	87	10	-77
F.	1,091	1,000	-91
G.	143	100	-43
P. & M.	1,234	1,100	-134
R. & A.	1,234	1,100	-134
Total	2,589	2,300	-289

From this it will appear that the expenditure on the three colleges has increased from Rs. 2,06,933 in 1931-32 to Rs. 3,19,612 in 1936-37. The above table also shows the increase in expenditure on each college separately.

4. The following table will show the amounts of maintenance grants earned by these colleges:

			1931-32	1936-37
			Rs.	Rs.
(i) Islamia College	..	...	1,09,520	1,47,133
(ii) Edwardes College	..	.	24,624	25,734
(iii) Vedic Bharatri College	...	...	10,384	11,408

The following non-recurring grants were also paid to the Islamia College, Peshawar during the quinquennium under review:—

		R
1932-33	Building grant	68,728
1935-36	Equipment	17,000
1935-36	Building	40,300
1936-37	Building	10,100

5. The average annual cost of educating a scholar in the colleges fell from Rs. 115 11-6 in 1931-32 to Rs. 414 8-8 at the close of the quinquennium under review.

6. The average daily attendance in the three colleges has been:

I year	II year	III year	IV year	V year	VI year
255	226	115	121	8	10

7. The monthly rate of tuition fees charged in the various colleges is given in the following table:—

	M. A.	B. A.	B. Sc. and B. E. A.	F. A.	F. S. c. and F. E. A.
	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
Islamia College	10	8	4	6 0	7 8
Edwardes College	..	9	...	7 8	...
Vedic Bharatri College	...	10	...	8 0	9 8

8. The statistics above referred to are given in the following table:

Name of institution to which the figures are attached	Number of students in 1935-36	Number of students in 1936-37	Number of students in 1937-38	Number of students in 1938-39	Expenditure	
					1935-36	1936-37
					Rs.	Rs.
1. Islamia College	5	17	8	112	17,780	18,480
2. Edwards College	3	32	5	58	1,797	2,097
3. Zedie Be-sato College	1	10	1	15	482	547
Total	9	49	14	185	19,959	21,124

9. *Provident fund.* All the three colleges maintain provident funds for payment of members of the staff. Under the Provident Fund Rules in force in the three institutions, the management and Government each contribute one anna for every anna contributed by the subscriber to the fund. The Edwards College, Peshawar, however permit the subscribers to contribute 2 annas in a year with effect from April 1936, without affecting in any way the management and Government contributions.

10. Provision for Military training does not exist in any college of this Province.

11. Some extracts from the reports of the principals on the working of the colleges are given below:

A. *Islamia College, Peshawar.*

(a) *Discipline.* There have been no serious difficulties at all and the standard of punctuality and strict obedience to orders have improved very considerably. According to the Principal, "The student of the North West Frontier Province is more amenable to discipline than most of the students elsewhere in India." This remark, according to the Principal, applies with equal force to students from Tribal Territories.

(b) The examination results of the college in 1935-36

are given below

	Number appeared	Number passed	Pass percentage	University average
F. A.	52	43	82.6	56.3
F. Sc. (Non-Medical)	11	10	90.9	65.3
F. Sc. (Medical)	22	16	72.7	68.9
F. E. A.	10	5	50	...
B.A.	46	29	63.04	52.2
B. Sc.	13	7	53.9	48.4
M. A. (English)	10	7	70	...
M. A. (Mathematics)	6	5	83.3	...

These results are satisfactory. It would undoubtedly be possible to secure even a higher percentage by elaborate spoon feeding and cramming, but it has been my aim to teach in an interesting way, in a way that will be of permanent use to the boy in future life and to make him think out his problems for himself."

(c) Tutorial system is functioning more and more usefully and the professors have to study the individualities of their wards and after each examination I demand of them an accurate report on progress and character. Comparing our system with that in vogue at, say, the Government College, Lahore, I find that our group system is more effective and that the tutor is infinitely more accessible to his ward, partly because of our residential character, but also largely because of the very real efforts made on the part of the tutors to know their wards."

(d) "The food arrangements in the hostels are satisfactory."

(e) *College Societies*—The Dramatic Society, the Mathematical Society and the Kiya Athenaeum have been active in holding meetings and giving papers, and students and professors have been making noble efforts to provide stimulating fire. The Agricultural Society has held at least one successful convention and a cattle show and a ploughing competition which was watched with interest. The members of the Society are proud of their profession. The Oriental Society has not been as active as it should have been.

The Khyber Union has also been active in holding debates. The union building is still incomplete, and steps are being taken to complete it as early as possible.

(f) *Games and Sports.* 'We have no outstanding achievement to report. The college teams, hockey, football and cricket were winners of the western zone of the University Tournament but were defeated all by the narrowest of margins at Lahore in the semi-finals. The achievements of the football team in particular deserve commendation. This year we had the best team since I have been the principal, admirably captained, incidentally, by the President of the Khyber Union. It possessed skill as well as robustness and fearlessness and it got through three rounds without conceding a goal and scoring nine. Against the Khalsa College, Amritsar, on account of an unfortunate accident to our full back the Khalsa College defeated us by the solitary goal scored in the match.'

B. Edwardes College—

Number of students. There has again been a slight increase in the number of students. The numbers have increased from 183 to 187. There are two girl students.

Discipline.—Discipline has been excellent.

Staff.—There were some important changes during the year under report. The Reverend C. A. Bender, M.A., on his return from Lahore in October resumed the charge as Principal from the Rev. A. M. Datta, the then acting Principal.

Pandit Nand Lal who had been on the College staff for more than 30 years died in June 1936 and has been replaced by Pandit Dharam Pal Sharma (Punjab) Kavyavirtha (Calcutta).

Mr. H. A. Beckwith B.Sc. (Liverpool) Diploma in Teaching, joined the staff in November 1936.

Hostels.—Hostels are in the charge of Mr. B. M. David and are flourishing.

Sports and Athletics. The Colwyn Keen Tennis cup was again won by the Edwardes College. We also won the R. C. R. Shield. The J. C. College Athletic Cup was lost to us by only one point. The inter-school Championship cup was won by us.

Night School—At the request of the Railway authorities a night school for steam employees has been started. The attendance is over 100. This term children to the night school being carried on in the school building.

Societies—The extension of the societies already in existence at Hadda has been successful. Societies have been formed.

Moral Training—All students are allotted to tutors whom they regularly meet and who supervise their studies and college life in general."

C. *Uche Ibrahim College, Dera Ismail Khan*

The year under report was one of prosperity and improvement in the working of the institution. Our number rose from 110 to 200 and this increase in our strength has made the life of the college more animate and colourful.

Our literary society was last year split up into small groups under a professor called the *talim*. The number of our resident students has increased by about 40%. Our degree classes are in full swing and we have added a new English professor to the staff this year."

CHAPTER IV

SECONDARY EDUCATION BOYS.

PART A

ANGLO-VERNAKULAR EDUCATION

1. The statistics regarding the anglo vernacular schools in the Province are :-

Year	Number of schools			Number of scholars			Number of scholars taking English	District Expenditure			Receipts		
	High	Anglo-Vernacular middle	Total	High	Anglo-Vernacular middle	Total		High	Anglo-Vernacular middle	Total	Number of qualified teachers	Matriculation Leaving School Certificate Examination	Anglo-Vernacular school
1931-32	20	13	42	12,472	4,729	16,000	9,898	7,891.71	1,19,712	7,01,908	933	1038	1293
1932-33	20	15	44	12,619	4,979	17,598	9,898	8,76,264	1,20,278	8,96,542	933	998	1388
1933-34	34	10	44	14,601	2,660	17,267	9,921	8,87,801	86,378	7,24,971	933	1073	1383
1934-35	35	12	47	14,782	2,619	17,401	10,378	8,61,989	87,164	7,44,825	933	1098	1393
1935-36	36	11	47	15,117	2,670	17,787	10,781	7,07,777	91,960	7,49,743	933	1098	1343
1936-37	38	11	49	16,981	2,536	19,517	10,448	7,29,724	92,608	8,01,332	933	1098	1393

NOTE.—The above statement also includes statistics for the Convent Day School, Peshawar, a detailed account of which has been given in Chapter VII of this report.

The number of high schools has risen from 20 to 38 in 1935-36.

(1) (a) The District Board Anglo-Vernacular Middle Schools at Swabi in Peshawar, and Hingol in Kohat District, were raised to the status of high schools and provincialised.

(b) High classes were added to the Municipal Board Anglo-Vernacular Middle School, Pampur, and the school was provincialised in 1934-35.

(1) High classes attached to the Sanatan Dharma Anglo-Vernacular Middle School, and Islamic Anglo-Vernacular Middle School, both at Bonnu, were recognised by the department.

1934-35.

(2) High classes were added to the District Board Anglo-Vernacular Middle School, Kaski, (Kashmir District), and the school was proclaimed in 1935.

1935-36.

(3) The high classes attached to the Sanatan Dharma Anglo-Vernacular Middle School at Marlan were recognised.

1936-37.

(4) The high classes attached to the Islamic Anglo-Vernacular Middle School, Apharwati, and Sanatan Dharma Anglo-Vernacular Middle School, Chhapra, were recognised.

The number of anglo-vernacular middle schools has been reduced to 11, as against 14 in 1932-33. The decrease is explained as below:

(a) The Islamic Primary School at Abbottabad was recognised as an anglo-vernacular middle school in 1932-33. The Convent Day Mission School, Pothohar, which used formerly to be attached to the department as girls' school was shown to be an anglo-vernacular middle school for boys in 1932-33 because it had more boys than girls attending it. Thus the number of anglo-vernacular middle schools rose to 15 in 1932-33 as against 13 in 1931-32.

(b) In 1933-34 the Islamic Primary School at Marlan was recognised as an anglo-vernacular middle school, while four district board vernacular middle schools were converted into anglo-vernacular middle schools in the same year, raising the number of anglo-vernacular middle schools to 20.

(c) During the year 1934-35 and 1935-36 anglo-vernacular middle schools were opened in the preceding paragraph were added to the number of middle schools.

The number of children in middle schools rose from 12,177 in 1932-33 to 17,712 in 1935-36, or an increase of 45 per cent, as compared with 17 per cent in the preceding quinquennium. The number of boys in middle schools rose during the quinquennium from 6,411 to 10,558, the number of boys attending them from 5,410 to 8,247, or an increase of 51 per

cent. The number of pupils attending the 11 anglo-vernacular middle schools at again 13 at the end of the last quinquennium, has decreased from 3,523 to 2,835. This decrease is directly due to the conversion of anglo-vernacular middle schools into high schools. The number of scholars attending all anglo-vernacular secondary schools in the Province has risen from 16,000 to 19,215 giving an increase of 20.09 per cent.

The number of aided schools has increased from 18 in 1931-32 to 23 at the end of the present quinquennium, while the number of pupils attending them has increased from 9,559 to 12,604.

The number of pupils learning English has gone up from 8,800 to 12,400, the increase being 41.6 per cent as against 40.8 per cent in the last quinquennium. The demand for anglo-vernacular education has increased keen during the period; it has been partly met by converting four district board vernacular middle schools into anglo-vernacular, and by recognizing and adding two Islamic anglo-vernacular middle schools during the period. Special English classes for the benefit of boys passing out of the vernacular schools were added—

(i) to the Government High Schools at Lakki (Bannu District), Barsadda (Peshawar District), Swabi (Mardan District), Haripur (Hazara District) and Karak (Kohat District),

(ii) to District Board Anglo-Vernacular Middle Schools at Sara Nourang (Bannu District), Ustarzan Payan (Kohat District), and Baffa (Hazara), and

(iii) to 3 district board vernacular middle schools in Peshawar and 1 in Mardan District.

English teachers have also been given to 59 lower middle schools in the Province with a view to introduce teaching of English in the fifth and sixth classes of these schools. This has been done in compliance with the recommendations of the education conference that was summoned by the Hon'ble Minister for Education in February 1953.

The different agencies controlling the anglo-vernacular

schools in the Province are shown as below :—

(1) Government	23 high schools.
(2) Private aided Bodies	15 high schools.
(3) District Boards	6 A. V. Middle Schools.
(4) Private aided Bodies	5 A. V. Middle Schools.

The average enrolment per school is :—

Year		High		Anglo-Vernacular Middle
		Government	Aided	District Board and aided
1931-36	...	256.0	535.6	271.0
1936-37	...	247.7	550.6	257.7

The average daily attendance in anglo-vernacular secondary schools, class by class, was :—

I	II	III	IV	V	VI	VII	VIII	IX	X	Total
2,774	1,562	1,398	1,455	2,532	2,186	2,015	1,771	1,326	1,126	17,945

Expenditure—

2. The direct expenditure on anglo-vernacular secondary schools was :—

	1931-32.	1936-37.
High Schools	5,89,173	7,39,032
A. V. Middle Schools	1,12,712	92,036

Government grants given for maintenance of anglo-vernacular aided secondary schools amounted to—

	1931-32.	1936-37.
Government Grants	2,29,579	2,25,049
Income from fees	1,68,874	1,81,563

The above figures will show that, on account of the large increase in the income from fees, Government grants have correspondingly decreased. The ordinary maintenance grants for all anglo-vernacular schools for boys are calculated in accordance with the provisions laid down in Chapter V of the Education Code.

The cost of educating a pupil in an anglo-vernacular secondary school has risen from Rs. 43-14-3 in 1931-32 to Rs. 48-0-3 in 1936-37. The percentage ratio of expenditure incurred by Government out of the provincial revenues on anglo-vernacular secondary education for boys to the total expenditure on anglo-vernacular secondary education has declined from 60.8 to 53.1 during the quinquennium under review.

Staff--

3 It is gratifying to remark that the growth in the number of scholars has been accompanied not only by an increase in the number of teachers but also by an improvement in their qualifications. The number of teachers employed in anglo-vernacular secondary schools has risen from 692 to 864, viz., by 172 while that of qualified teachers has risen from 629 to 762, viz., by 133 or by about 21 per cent.

Buildings—

4 Money could be found during the quinquennium under review for providing a new building for only one Government high school in the Province, viz., the Government High School at Hangu in the Kohat District. It was very badly housed; the new building which was completed in 1934-35 at a cost of Rs. 38,175 is one of the best in the Province. Minor alterations and extensions have been made in the buildings of several Government high schools in the Province, but congestion still remains. The Government High Schools at Mardan, Charsadda, Swabi, Karak, Lakki and Haripur continue to be inadequately housed, and as soon as funds become available, new buildings will be erected on sites which in some cases have already been acquired. The following improvements and additions have been made :—

- (i) A Science block which was a pressing need of the Government High School, Kohat, was built in the year 1934-35.
- (ii) The compound of the Government High School at Kulachi, was extended by the inclusion of the site of the demolished Police Post.
- (iii) Chalkidar's quarters at the Government High School Dera Ismail Khan, were rebuilt in 1936-37.

The hostels attached to the Government High Schools at Tank, Charsadda, Hangu and Mardan are rented buildings. On account of the increase in the number of boarders, rented accommodation had to be arranged at Swabi and Mansehra in order to accommodate boarders. Some of the houses taken on rent for use as hostels are hardly suitable for the purpose. When funds are forthcoming hostels will be built at places wherever possible.

A new building for the District Board Anglo-Vernacular Middle School, Baffa, in the Hazara District was constructed at a cost of Rs. 32,000. It was occupied in December 1935. Accommodation in the case of several anglo-vernacular secondary schools has been improved; and now almost all aided high and middle schools in the Province are better housed than was the case in the last quinquennium. A good building has been built for the Islamia High School at Nowshera. The new building for the Islamia High School, Peshawar City, is nearing completion and it is hoped that it will be occupied during the current year. The Sinatan Dharam High School, Peshawar, still continues to be housed in a rented building which provides not only inadequate accommodation but is also unsuitable in many other respects. The management is trying to acquire a new site. The building occupied by the Islamia High School, Bannu, is also not properly ventilated. There is no playground attached to the school and no physical instructor is therefore employed. The school management has been advised to take steps to set up a more commodious and suitable house for the school.

The Khalsa Anglo-Vernacular Middle School, Peshawar Cantonment, has also moved into a new building of its own.

The Government contributed a total sum of Rs. 1,11,564 as building grants to aided schools during the quinquennium under review.

Equipment—

5. Attention has been directed towards the improvement of school furniture, Science apparatus and the school library in the Government high schools; and in several cases special grants for the supply of equipment have been sanctioned. The aided anglo-vernacular secondary schools, both high and middle have also been assisted by Government in order to improve furniture, science apparatus and libraries.

The equipment grants paid to such schools have been : --

	Rs.
1931-32	5,707
1932-33	3,282
1933-34	3,813
1934-35	3,308
1935-36	4,769
1936-37	4,153

Results of examination

6. Eight hundred and ninety-two candidates passed out of 1,141 sent up for the matriculation examination of the Punjab University by all the anglo-vernacular secondary schools in the Province in the year 1936-37. In the anglo-vernacular middle school examination conducted by the department 1,198 candidates were successful out of 1,712 sent up. The pass percentage in the case of both the examinations has been 78.2 and 70.0 against 57.6 and 70.0 respectively in the year 1931-32. The aided high schools did much better than Government high school in the M. S. L. C. examination. Out of 731 sent up for the examination from aided high schools 616 were successful. In the case of the Government high schools 276 candidates have been successful out of 410 sent up.

PART B

VERNACULAR SECONDARY EDUCATION

In the table given below statistics about vernacular secondary education are :--

Year	Number of schools	Number of scholars	Direct expenditure	Number of students (1936-37)	Percentage of enrolled teachers	Result of Vernacular Middle examination	Percentage of results	Number of scholars passing in English
			Rs.					
1931-32	109	24,149	4,29,085	2,20,000	82.5	2,20,000	74.2	-
1931-33	109	24,517	4,33,771	2,20,000	82.2	2,20,000	74.0	-
1933-34	200	24,475	4,41,007	2,20,000	82.2	2,20,000	73.1	-
1934-35	108	24,121	4,45,020	2,20,000	81.5	2,20,000	75.4	1,193
1935-36	109	24,810	4,70,057	2,20,000	82.6	2,20,000	75.0	1,265
1936-37	196	24,603	4,68,020	2,20,000	83.4	2,20,000	75.3	1,476

7. The vernacular middle schools in this Province are of two kinds, viz. —

- (a) a full vernacular middle school with eight classes, and
- (b) a lower middle school with six classes.

The former prepares students for the vernacular middle standard examination conducted by the department, while the latter sends out pupils after they have completed the 6th class to join the 7th class in a full vernacular middle school. It has already been noted that English teachers have been appointed in 50 lower middle schools and boys who pass out of the 6th class in these schools join the 7th class in an anglo-vernacular school.

During the period the primary school at Dhobian in the Pedawan District was raised to the status of a lower middle school, while the lower middle school at Utmanzai in the same district, and three vernacular middle schools at Topi (Mardan District), Ustarza Pawan and Teri (Kohat District) were converted into anglo-vernacular middle schools. The number of full vernacular middle schools at the close of the quinquennium under review was 36 and 160 against 39 and 160 respectively in 1931-32.

The number of pupils attending these schools has risen from 24,149 to 24,603 although three large vernacular middle schools were converted into anglo-vernacular middle schools. The enrolment per school works out at 126 against 121 in 1931-32. In the statement given below the number of full vernacular middle and lower middle schools with enrolment is given :—

Year	Full vernacular middle	Lower middle	Roll	
			Full middle	Lower middle
1931-32	39	160	8,206	15,918
1932-33	39	160	8,406	16,111
1933-34	39	161	8,358	16,117
1934-35	38	160	7,955	16,166
1935-36	38	161	8,072	16,738
1936-37	35	160	7,855	16,748

The average daily attendance in vernacular secondary schools from class to class during the closing year of the quinquennium was :—

	II	III	IV	V	VI	VII	VIII	Total
51	3,098	2,394	2,140	1,893	1,545	525	254	19,843

All vernacular secondary schools for boys are maintained by district boards, the only exception being the Anglo-vernacular Lower Middle School at Risalpur which is maintained by the Risalpur Cantonment Board.

Expenditure—

8. The direct expenditure on all these schools increased from Rs. 4,29,086 to Rs. 4,68,629 during the period. The increase of Rs. 38,943 is chiefly due to (a) the opening of special classes in English in full vernacular middle schools and to the appointment of English teachers in lower middle schools. The average cost of educating a pupil in a vernacular secondary school has slightly risen from Rs. 18-13-8 in 1932 to Rs. 20-9-9 in the year 1936-37. The percentage expenditure incurred by Government out of provincial revenues on vernacular secondary education for boys to the total expenditure on these schools has been above 94. Sums realised on account of tuition fees in the district board secondary schools continued to be taken by the district boards to swell their income. The Government has, however, ruled that with effect from 1936-37 this income shall be added by all district boards to their educational budgets.

III—

9. Although there has been a decrease of 4 in the number of vernacular secondary schools in the Province the number of teachers employed in them has risen from 899 to 1,092, while that of qualified teachers from 192 to 707. This has been due to the increase in the number of schools and the consequent increase in the number of teachers both vernacular and anglo-vernacular.

Buildings—

10. During the period under report buildings of several lower middle and full vernacular middle schools were either

newly built or extended, mostly out of the unspent balances of building grants made to districts mainly in connection with the five years educational expansion programme. Some provision was made for the purpose out of the ordinary building grant, also. The following statement will show the number of buildings either newly constructed or extended.

Year and district	New buildings	Old buildings extended
1932-33		
Hazara	3 buildings (Bherkural and Pofa Lower Middle Schools)	Hostels added to Khanpur and Oghi Vernacular Middle Schools. Two class rooms added to the Balakote Vernacular Middle School.
Peshawar	3 buildings (Nawarkhel Vernacular Middle School, Matla, Mubarakhel and Lahor Lower Middle Schools)	A new hostel was added to Rustam Vernacular Middle School. Class rooms added to Tala and Zaida Vernacular Middle School and also to Baja Muzahel Tehsil and Marghuz Lower Middle Schools.
Khat	2 (Dandkila and Sanari Bala Lower Middle Schools)	One class room added to Thathi Nasrati Vernacular Middle School building. Pucca brick walls added to Nankhail Sui and Bhitang Vernacular Lower Middle Schools.
Bannu		Feza Vernacular Middle School was reconstructed and full class accommodation was provided for 150 students has been made.
D. I. Khan	4 buildings (Takwara Vernacular Middle School and Fofah, Sien, Tekho and Marda Lower Middle Schools)	More class rooms added to Mulazar, Piri Khatkhat and Mubarakhel and Katgurho Lower Middle Schools.
1933-34		
Hazara	Kaghan Lower Middle School	Two rooms added to Khalabat Lower Middle School.
Peshawar		Compound walls built for Shahqadar and Nawarkhel Vernacular Middle School and for Dagla, Muzahel and Marghuz Lower Middle Schools. Re-roofing of Nuhaga Middle School and the erection of shutters in Zafra Vernacular Middle School, compound wall and gates in Chamkani Vernacular Middle School and Mangla, Dagla, Topu and Baddher Lower Middle Schools.
Kohat	Shikardara Vernacular Middle School	
Bannu		
D. I. Khan	Musazai Lower Middle School	Kot Jai Vernacular Middle School extended.
1934-35		
Hazara	Anglo, Vernacular Middle School Baffa (work in hand)	Khanpur Vernacular Middle School and Kaghan Lower Middle School.

Year and district	New buildings	Old buildings extended
Peshawar	Govt Vernacular Middle School	Amara Shikhsdar Taqil and Umara Vernacular Middle Schools and Lower Middle Schools at Akharpura, Pabbi, Datta, Dorangal, Umara, Badli and Lari Pabbi.
D. I. Khan	Government Junior and Senior Middle Schools	Private Vernacular Middle School.
Mardan		Chaharshahi Lower Middle School and Akharpura (Akharpur) Lower Middle School (Compound wall).
1916-17		
Hazara		
Peshawar	Government Vernacular Middle School and Government Lower Middle School	Government Anglo Vernacular Middle School, Government Middle School and Pabbi and Mayyar Lower Middle Schools.
Kohat		Government, Huzang Darsmand and Luray Lower Middle Schools.
D. I. Khan		Muzra Lower Middle School.
1916-17		
Hazara	Government Lower Middle School.	Government added to Khanpur Vernacular Middle School and addition, also to Darsmand and Bhera Lower Middle Schools.
Peshawar	Amara Vernacular Middle School (work in hand)	
Mardan		Two classrooms added to Tordher (Lower Middle) and a hand pump was fixed in Lybore.
Bahawal	Government Vernacular Middle School (work in hand) and Government Middle School (work in hand).	Akharpur Lower Middle School, additions at Dattal, Govt, Govt, Nau Tang Anglo Vernacular Middle School men- ad quarters.
D. I. Khan		One class room at Chahkhan Lower Middle School, Superintendent's room and two Kitchens at Kut Jal Vernacular Middle School, Compound wall at Lari and Ramai Lower Middle. Later part of Amara Vernacular Middle School.

Equipment. —

11. Attention has been paid to improving equipment in these schools. Fresh supplies of Science apparatus, books, maps and charts, desks and other requirements have been made every year.

Results (Vernacular Middle Standard Examination)—

12. Out of 473 candidates who took the examination, 272 were successful during the year 1936-37 giving a pass percentage of 57.5. This is rather low when we compare it with the pass percentage of 74.2 in the year 1931-32. The drop in the percentage is mainly due to the stiffening of the standard of the question papers set.

C— GENERAL ITEMS IN BOTH KINDS OF SCHOOLS.

Physical training and recreation

13. In all anglo-vernacular secondary schools whole-time physical instructors are employed whose duty is, not only to drill the boys, but who also organize and supervise games such as foot ball, volley ball, basket ball, hockey, lawn tennis, rug tennis and badminton.

Native games are also encouraged.

Mass drill and play-for-all have become a common feature of almost all high schools in the Province. Trained band-masters have also been employed in some schools for the purpose of drilling boys to the accompaniment of bag pipe and life-bands.

District athletic and sports tournaments continue to be held in several districts in which both anglo-vernacular and vernacular secondary schools participate. In the Hazara District an athletic and sports tournament was held on the occasion of the Horse and Cattle Show held at Haripur in November 1936 and prizes were given away to the winners by His Excellency the Governor. Another tournament which was organised by Mr. C. C. M. Anderton, Executive Engineer, Hazara, and his Sub-Divisional Officer Mr. F. H. Klein and the staff of the Public Works Department's office helped by the district inspecting staff and the head masters of schools was held in May 1936. The thanks of the department are due to Mr. Anderton and his assistants for the time and labour devoted to this tournament.

In the Hunan District the tournament in which all vernacular and high middle schools participated was held at Seran Naurang in December 1923, on the occasion of the district board meeting held at this place when Major E. H. Cuddy, the Deputy Commissioner of the district gave away the prizes. The tournament was a great success.

There are two pupils who are now employed in full and lower vernacular middle schools and the need of a Physical Supervisor, to conduct and supervise physical education in these schools and to arrange for a uniform level was keenly felt. The Government has sanctioned the appointment of a Physical Supervisor, Mr. J. C. P. The subject has been decided and the matter is in the planning stage.

Extra curricular activities

Manual training and handicraft

14. (i) The demand for the introduction of manual training and handicraft in vernacular schools of this Province continues to be keen and increasing and teachers are also very willing to help in this direction for the lack of funds and experience in handicrafts has stood in the way. Mahajan and tutoring classes are successfully working in the National High School, Peshawar. A carpentry class was started as an experiment in the Government High School, Dera Ismail Khan, in October 1923, to which 10 boys were admitted. The drawing master of the school held charge of the class in addition to his duties in the school. It worked so successfully that in August 1924 the headmaster of the school reported that many more boys wished to join the class. On account of the increase in work it was proposed to appoint a mistry on Rs. 20 per month but the proposal could not be accepted by the Government for want of funds. In July 1925 the Government sanctioned the appointment of a carpenter mistry on Rs. 20 per month with effect from 1st April 1926. The class is now attended by 20 students. In addition to this there has been in existence in the school a class for deaf and dumb boys for the last two years. This class is also run by the drawing master of the school. The boys are taught to read and write, draw and paint and also attend the carpentry class. They are taught phonography also. A lithograph machine has been added to the school equipment and it is

special training in lithography will now be undertaken in the school as the drawing master has had special training at the Mayo School of Arts in lithography. The thanks of the department are due to L. Gulak Khan, the drawing master, who has voluntarily undertaken these duties in the Government High School Dera Ismail Khan, in addition to his ordinary work, and work of remuneration. The department would like to see this example followed by teachers in other schools.

A scout workshop was also started at the Government High School, Kirak in 1935-36 in which carpentry and wood work was taught to scouts and other boys by the drawing master of the school. The workshop continues to work satisfactorily.

The tailoring class attached to the Anglo-Vernacular Aided Technical Middle School, Nowshera, continues to exist and the Government pays the school an annual grant for this activity. Gardening is done at Government High School at Haripur and Dera Ismail Khan and also at the Khalsa High School, Bannu. Gardening and growing of vegetables and the planting of flowers, etc. are also carried on in almost all the vernacular secondary schools in Peshawar District. In Dera Ismail Khan District, this activity receives a good deal of attention where plots of land and irrigation facilities are available. A special class for manual training and handicrafts was also started in 1936-37 at the Sanatan Dharman High School, Nowshera. This class is reported to be doing well. In secondary schools both vernacular and anglo vernacular, situated in Peshawar and Mardan Districts ink, tooth powder and soap are made. Mats are also woven in some vernacular middle schools. The breeding of poultry and the making of manure pits are also undertaken in some schools.

In the Hazara District hand spinning, cot-weaving and gardening receive much attention. The spinning of woollen socks and woollens is also done in some schools.

Carpet weaving and making of straw mats are carried on in vernacular secondary schools in the Bannu District. In the Dera Ismail Khan District mats are made. Mats are also woven from date palm leaves in Dera Ismail Khan District Board School. Soap making, ink making, the twining of ropes and basket making are also practised. In the last horse and cattle fair held in Dera Ismail Khan a show

room was set apart in which students exhibited articles of their own manufacture. The articles fell under the following categories :

- (i) Mechanical devices for teaching history, topography and geography.
- (ii) Paintings and clay models.
- (iii) Model of a typical house in a village.
- (iv) Wood work, such as tables, chairs, etc.
- (v) Embroidery and needle work.

The articles exhibited were appreciated by the public and some of them were sold on the spot. The Vernacular Middle School, Peshawar, was given the first prize for the nain mats made at their school while Sir John was a good second.

Rural Uplift-

(b) Primarily this subject is the removal of the deperdition of public health and agriculture, but the school masters and boys have also been contributing their humble quota of labour in this direction. The school master, besides having stage dramas, distribute pamphlets and posters, and do a lot of propaganda work in support of the movement. The medical department in order to provide medical relief to villagers "at their very doors" has arranged travelling dispensaries, housed in lorries which have been touring all over the Peshawar, Mardan and Hazara Districts during the last two years. The village school masters are rendering every help and the travelling dispensaries are so popular that other districts are also clamouring for them. In Buner District dramas were staged and poems were recited by school students and teachers at meetings held at different centres. Speeches were made against extravagance, murder, bloodshed, customs, indebtedness, litigation, etc. The meetings were attended by thousands of villagers. All this work was done entirely by school teachers and students.

Out of the grant placed at the disposal of Deputy Commissioners for village uplift work, the Deputy Commissioner, Peshawar, arranged to supply sports material to a number of district board schools in rural areas. A tournament of schools situated in rural areas was held at Charsadda on the occasion of the horse and cattle fair early in 1927. It was a successful

tournament. The Deputy Commissioner, Hazara, contributed a sum of Rs. 205 towards the expenses of the athletic and sports tournament in that district. The Deputy Commissioner, Kohat, placed a sum of Rs. 350 at the disposal of the District Inspector of Schools, who spent Rs. 300 on providing a circulating library for use in rural areas and Rs. 50 on free distribution of tikhtis and books to poor boys in the district. The circulating library is a very useful institution and needs very encouragement. The main reason why a village boy who has acquired literacy at school relapses into illiteracy is the want of a library where he can get interesting books to read. The Deputy Commissioner, Bannu, utilised the sum of Rs. 1,000 placed at his disposal as detailed below :—

	Rs.
(i) Contribution to the account fund of all the five middle schools of the district	125
(ii) Free supply of books and tikhtis to primary schools	200
(iii) Grant in aid to all the five middle and six lower middle schools of the district for village uplift work	600
(iv) For organising dramatic shows and singing parties	75

Radio sets have been installed at Government High Schools (for boys) at Peshawar, Charsadda, Karak, Abbottabad, Muzaffargarh and Bannu and also at the Lady Griffith Government High School for girls at Peshawar. Seventeen sets have been installed at selected vernacular middle schools throughout the Province. The usefulness of these sets is

self-evident and teachers, students and members of the public have been enjoying the entertaining programmes and have benefited enormously from instructive talks on various topics webcasted from broadcasting stations. Many teachers and others connected with the Education Department have been broadcasting lectures and talks from the Peshawar Radio Station.

Copies of leaflets written in English, Urdu, Hindi, Gujurati and Pushto on different village uplift subjects were

distributed among villages through the agency of village school teachers. Two very useful compositions, viz. "Murder" and "the Bloody Flag" received from the Publicity Officer, North West Frontier Province, were widely distributed among anglo vernacular and vernacular secondary schools in the Province. Murders is in the vernacular in the Province and the attempt made to stamp it out by numerous speeches and pamphlets is increasing despite the help from this department.

Adult Education.—Programs night schools for adults started at Havelian, Baddera and Khodan in Hazara District in February 1936, continued to exist. These classes, which are attended by 84 students, are held in the school buildings at night and are run by district head teachers who are offered their services honorarily. The teachers have been authorized by the department to use the school buildings and furniture and to incur petty expenses on the purchase of registers etc. Two more schools at Sari and Kaka both in Hazara District were opened in the year 1936-7. The number of the last two schools stands at 20.

Libraries—

(c) Libraries attached to secondary schools, both vernacular and anglo vernacular have been very much improved. The institution of class libraries, mainly in high schools, has proved very useful. A liberal supply of periodicals and journals has been made to all schools and it is satisfactory to record that very good use has been made of them both by boys and teachers.

Excursions and other activities—

(d) Study tours to places of historical interest were arranged in some high schools. Visiting Pakht Bar (Mardan District) and Taxila (in the Punjab) do certainly pay both for the trouble taken and expense incurred in visiting them. The Government High School at Charsadda owns a few boats which are used by the boys of that school during the hot weather. Boating affords a very useful and healthy exercise for school students and it would be very desirable if all schools where boating is possible on account of the proximity of a river or a canal should have boats. The swimming tank at the

Pennell High School, Bannu, continued to remain a favourite resort of the student community of Bannu. The presence of a tank in place where temperatures range from 110 degrees to 120 degrees F. 44, in the hot weather is a boon which people living under such conditions can properly appreciate. The introduction of water rugby in the Pennell High School, Bannu, is an innovation which has been much appreciated by students.

Literary and debating societies

(c) These societies exist in almost all anglo-vernacular secondary schools. Meetings are held fortnightly or at the end of every month and both students and teachers participate in discussions and recitations that form the agenda of such meetings. Boys are encouraged to deliver speeches on social and educational matters to read essays, recite poems and tell stories. Dramas are also sometimes staged. Societies of students exist in various schools to wipe out the bad habit of smoking, etc., from schools.

Religious instruction

(d) Article 133 of the Frontier Education Code (1935 edition) allows religious instruction in public schools under certain conditions. Provision for religious instruction continues to exist in almost all anglo-vernacular secondary schools in the Province.

15. As reported in the last quinquennial report the scheme of medical inspection of school children remained confined to boy schools located in the municipal areas of Peshawar, Bannu and Dera Ismail Khan; but in 1953 the scheme was extended to Abbottabad and Kohat towns. In the statement given below the number of school children examined by the medical inspectors of schools during the quinquennium under review is given:

	Peshawar				Muzra				Kohat			
	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22	1922-23
Total number of schools in the area under medical inspection	22	27	29	29	29	29	29	29	29	29	29	29
Total number of examinations made	10,374	10,438	10,536	10,531	10,531	10,531	10,531	10,531	10,531	10,531	10,531	10,531
Total number of treatment recommended	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052
Total number of treatment carried out	1,174	1,324	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327
Percentage of Total number of treatment carried out.	87.0	86.9	95.6	95.6	95.6	95.6	95.6	95.6	95.6	95.6	95.6	95.6
Operations	48				48				48			
	3,170				3,170				3,170			
	6				6				6			
Total	48	3,170	6	3,170	6	3,170	6	3,170	6	3,170	6	3,170

This is a marked increase in the number of minor operations all round as compared with previous years.

Station		Days in use, May					Total	
1	2	3	4	5	6	7	8	9
Total number of men in the area under medical inspection								
100	13	3	13	11	11	11	10	50
10-10-10	10-10-10	10-10-10	10-10-10	10-10-10	10-10-10	10-10-10	10-10-10	10-10-10
Total number of cases of tons made								
310	510	510	510	510	510	510	510	4,300
Total number of treatment recd. in case								
100	100	100	100	100	100	100	100	1,400
Total number of treatment cases cured								
100	100	100	100	100	100	100	100	1,400
Percentage of total number of treatment cases cured								
100	100	100	100	100	100	100	100	100
Operator								
100	100	100	100	100	100	100	100	100
100	100	100	100	100	100	100	100	100
100	100	100	100	100	100	100	100	100

Figure 1: A marked increase in the number of men operational found as compared with previous years

The number of boys who received medical treatment was 16,315 in 1935-36 as against 11,691 in 1931-32. The annual recurring expenditure incurred by the Medical Department on this account rose from Rs. 5,105 to Rs. 7,133-11-5. The expenditure per annum per boy under this head fell from annas 69-2 to annas 67-0. 14,871 boys were recommended medical treatment during 1935-36 as against 9,495 in 1931-32 and 12,794 boys or 86.9 per cent. actually received treatment in 1935-36 as against 7,241 boys or 74.7 per cent. in 1931-32. This increase of 21 per cent. is very satisfactory indeed. The figures given in the foregoing statement indicate that the scheme has been working very well and is becoming more and more popular. The apathy of the parents in accepting advice of the medical inspectors about the health and well being of their children which was common during the last 40 years is now being overcome. Formerly almost every parent used to say "my child is perfectly healthy, he needs no medicines, no dental treatment and no spectacles". But now this has changed. As soon parents come to know that their children need any treatment, they are more inclined to consult the medical inspector. It is very pleasant to record that most of the school teachers are also now fully co-operating in order to make the scheme effective and school boys now receive proper treatment for their ailments in school dispensaries and in civil hospitals.

46,308 students were medically examined during the year 1935-36 and in the following table the percentage of various diseases among the school boys is given.

(1) Skin diseases	1.89
(2) Dental diseases	11.00
(3) Affections of ear, nose and throat	1.7
(4) Enlarged tonsils and adenoids	7.5
(5) Enlarged glands	3.2
(6) External eye diseases	6.01
(7) Defective vision	2.7
(8) Malaria	10.0
(9) Enlarged spleen	4.0
(10) Anaemia	2.0

No cases of small pox have been reported among the school children. 103 students were however re-vaccinated.

The following cases of other infectious diseases occurred among the students during the year 1935-36 :—

Mumps	... 9
Measles	... 1
Chicken-pox	... 1
Whooping cough	... 1

Students suffering from these diseases were not allowed to attend schools until they had fully recovered.

In the following table comparative figures are given of school children suffering from tuberculosis of various types :—

Tuberculosis of—	1931-32.	1935-36.
(a) the lungs	... 14	10
(b) glands neck	... 12	26
(c) glands axillary	... 3	2
(d) spine	... 1	3
(e) ankle joint	... ...	3
(f) bones	... ...	1
(g) sinew, foot	... 1	...
(h) gland intestinal	... 1	...
Total	32	45

School dispensaries—

Students requiring treatment used formerly to attend civil dispensaries where they wasted a lot of their time. In order to remove this difficulty small school dispensaries were established in some high schools. This experiment was so successful that now school dispensaries exist in all high schools in Peshawar, Abbottabad, Bannu and Dera Ismail Khan cities. School scout masters look after these school dispensaries and dispense medicine to ailing students. A small levy of annas 2 per boy per year is made and the income from this keeps not only the school dispensary properly equipped but also enables free supply of quinine to boys who need it.

In almost all schools situated in towns and cities hawkers could be seen who used to sell dirty and fly infested food to students. The Assistant Director of Public Health, North-West Frontier Province, invited the headmasters of all high schools in Peshawar to attend a meeting, in which it was

resolved that municipality should put a stop to this practice by inserting a clause in the license issued to hawkers and supply their trade close to the schools. The medical officer of health was also asked to exercise stricter control over the hawkers personally and also through his sanitary inspectors and see that no unwholesome food is sold to children and the same is offered to school children. But there were difficulties in the way. A school student who has to spend about 15 minutes in the city, at the school and who generally has had a very light breakfast, if at all, in the morning, naturally feels hungry before the school time is over. He consequently demands food and that comes his way. The Assistant Director of Public Health in order to save boys from contracting acute fever and cholera prevailed upon all headmasters of the primary schools to introduce the scheme of supplying milk at noon to school students, and it is gratifying to know that this scheme has been introduced and is working very successfully in all city schools. The scheme is so much liked by the student community that headmasters of schools situated in other municipal towns of the Province are also seriously thinking of introducing the same in the institutions under their control.

Index cards showing necessary particulars of all children, viz., their weight, chest measurement, age and change of diseases from which they suffer are regularly and properly maintained in all schools open to medical inspection. Sick registers for defective children and health charts which have been prepared by the Assistant Director of Public Health have been supplied to all such schools and all these are kept up to date.

School buildings--

Fifty-nine school buildings were inspected during the year 1935 to 36 as against 44 in 1934-35. The buildings on account of these periodical inspections have improved enormously in sanitation. The Punjab High School, Peshawar City, whose building was considered as absolutely unsuitable for school purposes by the Assistant Director of Public Health in 1929-30 is, chiefly on this account, about to get a beautiful new building of its own. The Sanatan Dharma High School, Peshawar, still continues to be improperly housed and the management are endeavouring to secure a new site on which a new building will be put up. The sewage drain maintained by the Municipality, Peshawar,

which passes through the competency of the Government and national high school is a great opportunity to both the schools. The authorities have been a kind to make it possible and rebuild it with a proper hope so that the dirty water should drain out quickly.

Scout movement in schools-

16. All secondary schools in the Province both Anglo-Vernacular and vernacular commenced to take active interest in the movement. I have already met got a scout troop and a cub pack under qualified scout and cub masters. The scouts and cubs have rendered very useful services in picnic parties, and religious festivals. They take on the train and help in very many other ways and their services are very much appreciated. A detailed report on this subject will be found in Chapter X.

CHAPTER V

PRIMARY EDUCATION BOYS.

The improvement in primary education during the quinquennium is shown in the following statement:

Year	Number of schools	Number of children			Dis- cussion	Age	Percentage of children 5 years	Average attend- ance per year	
		Boys	Girls	Total				At primary schools	At primary and board schools
1931-32	597	37,487	3,171	40,658	38,874	3,784	9.4	41.4	43.4
1932-33	599	37,741	3,297	41,038	39,841	1,197	24.1	42.2	45.0
1933-34	601	37,967	3,431	41,398	39,953	1,445	3.5	44.1	47.3
1934-35	602	37,682	3,512	41,194	39,811	1,383	3.2	45.6	48.9
1935-36	604	38,657	3,601	42,258	40,617	1,641	3.9	46.9	49.8
1936-37	608	38,148	3,784	41,932	40,492	1,440	3.0	47.8	50.3

The figures given in the above table refer only to independent primary schools. The figures relating to primary departments attached to aided, secondary and board board schools have not been included in this table. If the latter figures are also considered the total number of pupils in all primary schools and in primary departments of all types of secondary schools will be

In 1931-32 57,120

In 1936-37 62,552

The increase in enrolment during the five years, as is evident from the above, is 9.4 per cent as against 4 per cent at the close of the previous quinquennium. The increase in the number of primary schools has been from 597 in 1931-32 to 608 at the close of the quinquennium under review.

$\frac{d}{dt} \left(\frac{1}{r^2} \right) = -\frac{2}{r^3} \frac{dr}{dt}$

[illegible]
$$\frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx = \frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx$$
[illegible]

The number of single women persons abroad with their enrollment during the last two years of the quinquennium is given below:-

District	Single teacher schools		P. T. Schools		Remarks
	1935-36	1936-37	1935-36	1936-37	
1. Feshawar	68	60	6,875	8,137	
2. Mandar		40		1,483	
3. Hazara	10	14	2,511	1,807	
4. Kohat	77	73	2,181	2,147	
5. Bannu	80	60	2,146	2,123	
6. P. I. Khan	11	16	1,503	1,443	including 2 aided schools with 64 boys
Total	196	263	12,115	15,130	

[illegible]

continuous and persistent demand of the people for more primary schools.

The statement below gives the average daily attendance, class by class, in the primary school.

Year	Class I	Class II	Class III	Class IV	Total
1929-32	14,072	4,252	5,777	2,660	26,761
1936-37	15,046	4,356	6,494	3,685	29,581

Expenditure

6. The expenditure on primary education has risen from Rs. 5,84,004 in 1929-32 to Rs. 4,19,612 in 1936-37. The total amount of direct expenditure on education from all sources has been Rs. 24,25,071 in the year 1936-37 of which Rs. 5,17,432 or 21.34 per cent spent on primary education came from provincial resources.

The cost of maintaining a primary school rose from Rs. 644 in 1929-32 to Rs. 602 in 1936-37 while the average annual cost of educating a pupil fell from Rs. 13.15-6 to Rs. 13.2-2. The increase in the cost of maintaining a primary school is directly due to the improved qualifications of the teachers. The fall in the annual average cost of educating a pupil in a primary school is due to the large increase in the enrolment of primary school.

Staff—

7. The total number of teachers in primary schools has risen from 27 in 1929-32 to 100 in 1936-37 while the total of qualified teachers has risen from 10 to 67. The percentage of qualified teachers has risen from 37 to 67. The figures are fairly expressive of the gradual improvement in the quality of staff in primary schools. The 100 teachers employed in 1936-37 are 100 per cent below the sanctioned strength of 200 teachers. As at this time only 100 teachers had been recruited in the two years 1936-37 and 1937-38, the sanctioned strength of 200 teachers in 1938-39.

Organisation—

8. Discipline and the instructional condition of primary school continue to be generally satisfactory. In

specting officers have been paying instructional visits to the schools very regularly, and the pass percentage in the primary schools is mounting every year. The teachers have tried to follow the directions given by the inspecting officers; their method of teaching has improved and the consequent rise in the level of efficiency has been more marked than before.

The condition of primary schools managed by various municipal committees and notified area committees is also reported to be generally satisfactory. The need of greater co-operation between the teachers employed in municipal schools is however felt and I am glad to know that the municipalities concerned are alive to it. There have been one or two regrettable instances involving the lack of co-operation between teachers in some of the municipal schools in Peshawar city. The committee will be well advised to get rid of such things as subordinate and inefficient paid teachers, who should be replaced by properly trained and committed teachers who are available in large numbers.

Buildings and equipment

(a) The district board provides school resources to be fairly well-equipped. Although funds provided for the purchase of furniture being adequate, sufficient stocks of schools where equipment is not fully provided are few.

In the last quinquennial report it was said that "the five years' expansion programme provided new buildings for 224 primary schools for boys spread over five years at the rate of 45 buildings per year at a unit recurring cost of Rs. 1,00,000. The last year's portion of this programme, i.e., the cost of 45 buildings at Rs. 1,00,000 had to be suspended owing to lack of money. The four years' programme, also, was suspended, and could have been pushed by the close of the period under review. But in some districts the problem of obtaining sites for new buildings presented insuperable difficulties, particularly in the districts of Hazara and Peshawar. It is therefore impossible for Hazara, Peshawar and Wazir Khan district boards to complete their building programme by the close of the period." The building programme referred to in the above quotation has now been completed during the quinquennial under review. Some new buildings for which money was provided out of the ordinary building grants were also constructed. Twenty-seven new buildings for district

(iv) Five night schools for the education of adults were started in the Hazara District at Hattian, Pabpur, Kradan, Nara and Kadal. They are run by local teachers without payment. Four hundred and two scholars attend these schools which are held in contact with primary school building. The students of these schools are also the teachers who are running the schools.

(v) It has been stated elsewhere in this chapter that the demand for formal education in rural areas is increasing. It is difficult for the department to open more girls' schools for want of funds. It is interesting to note that a village committee in the district of Poonch sent the girl to a boys' school rather than keep her at home. The district inspecting officer has done a lot of propaganda in this line with the result that the number of girls attending primary schools for boys at the close of the quinquennial under review was 784 against 381 in 1931-32. This number was as high as 820 in March 1936-37.

(vi) The appointment of a physical supervisor in 1935 which has been mentioned fully in another chapter has brought about an improvement in drill and physical instruction in primary schools. A teacher from each primary school in the Province has been compelled to attend a "refresher course" in physical training. On his return to his school, it is hoped that he is improving the level of physical education and drill.

(vii) Annual meetings of teachers have been held at the headquarters of each taluk of all districts in the Province on the occasion of middle school scholarship competitive examinations under the chairmanship of the district inspectors. They were attended by all teachers of primary schools situated in each taluk. Defects common to all schools were explained to the teachers and remedies for their removal were suggested. The teachers were also encouraged to state their peculiar difficulties. Advantage was also taken in these gatherings to explain to the teachers various circulars issued by the department on subjects including rural uplift and other matters directly concerning the primary schools.

(viii) The relations between the department and all the district boards and local bodies in the Province continued to be very satisfactory. The method whereby grants are

consequence of the fact that the law of the effect is not the
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CHAPTER VI THE EDUCATION OF GIRLS.

191

In the opening of the present year, the Inspectors of Public Schools, throughout the Chief District of the Province were:

- (i) A high school in each district, to receive scholars from the Chief District and other districts, to enable them to proceed to the University of the State.
- (ii) A high school in each district, to receive scholars of the Chief District.
- (iii) A high school in each district, to receive scholars from the Chief District and other districts.
- (iv) A high school in each district, to receive scholars from the Chief District and other districts.
- (v) A high school in each district, to receive scholars from the Chief District and other districts.

It has been found that the Government of India, to fulfill all these demands.

The Government of India, to fulfill all these demands, has decided to open a high school in each district, to receive scholars from the Chief District and other districts, to enable them to proceed to the University of the State.

The Government of India, to fulfill all these demands, has decided to open a high school in each district, to receive scholars from the Chief District and other districts, to enable them to proceed to the University of the State.

Two hundred and fifty scholars, to receive scholars from the Chief District and other districts, to enable them to proceed to the University of the State.

The Government of India, to fulfill all these demands, has decided to open a high school in each district, to receive scholars from the Chief District and other districts, to enable them to proceed to the University of the State.

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The formation of the Communist Party of China (CPC) in 1921 was a result of the merger of the Chinese Communist League (CCL) and the Chinese Communist Party (CCP). The CCL was founded in 1920 by Chen Duxiu and Li Jishan, and the CCP was founded in 1920 by Chen Duxiu and Li Jishan. The CPC was founded in 1921 by Chen Duxiu and Li Jishan.

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REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE
FOR THE YEAR 1897

school at Dera Ismail Khan and Minister the Hindu school at Dera Ismail Khan and the Government school at Harana. Recognition has been given to the Hindu schools at Pakpattan and Kalu. The school at Kalu is a primary school and the other is a high school.

Some of the Government schools are reported to have the question of the building of the school buildings, but as the number of the population is increasing, it is not possible to build the new schools. The Government is now trying to improve these newly-improved schools. The Government is also the schools which appeared for the first time in the year 1914, in the district, in the medium of the Government of the Government in villages which are very small and are not in the Government of the Government and the Government of the Government.

Many of the Government schools are now reported to have the Government of the Government. The Government of the Government is now trying to improve these newly-improved schools. The Government is also the schools which appeared for the first time in the year 1914, in the district, in the medium of the Government of the Government in villages which are very small and are not in the Government of the Government and the Government of the Government.

The Government of the Government is now trying to improve these newly-improved schools. The Government is also the schools which appeared for the first time in the year 1914, in the district, in the medium of the Government of the Government in villages which are very small and are not in the Government of the Government and the Government of the Government. The Government of the Government is now trying to improve these newly-improved schools. The Government is also the schools which appeared for the first time in the year 1914, in the district, in the medium of the Government of the Government in villages which are very small and are not in the Government of the Government and the Government of the Government.

Building grant has been given to the schools to enable them to provide more class rooms accommodation. The C. P. Z. Mission High School, the Sanatan Dharma Anglo Vernacular Middle School, and the Arya Middle School, all in Peshawar, Chaudhary, have good buildings. The management of the Arya School, Dera Ismail Khan, has been able to secure a plot of ground adjacent to the school and has built a new building with 10 new classrooms. The Govind High School, Abbottabad, will soon have a new building of a new building due to the efforts of Mr. Parminder, who was awarded the Khair-ul-Uloom medal in the current year.

Municipalities too have not been idle. A play-ground has been provided for the Municipal Board Urdu School, Abbottabad. Good buildings have been put up for the Urdu schools at Bannu and Dera Ismail Khan. Both municipalities

received large grants from provincial funds for the purpose. As the English School, Kohat, was full to overflowing, the Municipal Committee, Kohat, put up a new building at Sangher and removed the lower primary classes of the Urdu school to this building. A charming building on the outskirts of the Kohat Cantonment has been constituted by the Cantonment Board, Peshawar, for the primary school which it maintains. Some of the Government schools have been moved to better buildings, but there is still much to be done with respect to the numbering of schools, especially in Peshawar and Mardan. All schools should have their own buildings. Rented buildings are very unsatisfactory, not only because private dwellings have been converted to schools, but because of the trouble given by landlords who demand high rents, do no repair and try to bully the teachers.

The Assistant Engineer reports that the arrangements for the repair of Government buildings are not satisfactory. The work is confined to contractors who carry out the repairs in every unnecessary way and quarrel with the headmistresses, when they complain of the bad work done.

Medical inspection of girls' schools is still in its infancy. The only schools which are having systematic medical inspection are the two Government schools in Peshawar, and the Government Hospital in Abbottabad. Mission schools look after the health of their pupils. Municipalities agree with the principle, but do little to see that inspection is properly carried out. Nothing is done for rural schools.

There is an increasing amount of tuberculosis, eye and throat diseases, etc., prevalent. A beginning should be made with systematic medical inspection. Schools should have regular medical inspection. This could be arranged for this in boys' schools, but the health of the young mother of the Province does not appear to have attracted the importance it deserves.

Statistics for the past five years, the quinquennium in the case of the Government of all types of schools. The two tables presented show the increase in the number of recognized institutions and the pupils attending them. The number of recognized schools has risen from 141 to 160 and number of pupils attending from 12,296 to 15,123 an increase of 23 per cent. The number of pupils reading in primary schools has increased by 17 per cent and in secondary schools by 30 per cent. The percentage of female scholars

to the total female population has risen from 1.5 to 1.42 and the percentage of girl scholars to the population in the below going age from 5.1 to 6.4. The average enrolment in a primary school has risen from 54 to 60, in a vernacular middle school from 150 to 203, in an English vernacular middle school from 205 to 219 and in a high school from 100 to 110.

I. Types of school

Year	Secondaries						Grand total
	Special	Primary	High	Anglo-Vernacular middle	Vernacular middle	Total	
1931-32	1	113	2	7	18	97	231
1932-33	1	113	2	7	20	93	236
1933-34	1	118	3	8	19	99	259
1934-35	1	121	3	8	20	103	276
1935-36	1	125	3	9	19	107	295
1936-37	1	127	3	11	18	104	306

II. Enrolment

Year	Secondary						Grand Total	Percentage to population below going age	Percentage to total population
	Special	Primary	High	Anglo-Vernacular middle	Vernacular middle	Total			
1931-32	4%	7200	360	1438	7227	57251	14067	1.5	5.1
1932-33	51	7510	362	1730	7058	4937	15495	1.52	5.4
1933-34	50	8216	428	1965	7777	9574	17496	1.57	5.8
1934-35	55	8142	480	1713	8744	12145	18447	1.47	6.0
1935-36	52	8321	535	1875	9008	12439	18532	1.52	6.2
1936-37	50	8432	720	1400	9502	10611	19187	1.48	6.4

*Note: (1) The enrolment shown in the table above is for Government and aided schools only. (2) The enrolment for the Government High School in Pudukkottai was 100 in 1931-32, 100 in 1932-33, 100 in 1933-34, 100 in 1934-35, 100 in 1935-36, and 100 in 1936-37.

The increase in the enrolment of students in middle schools is due to the fact that the Government and the Government-aided schools have been increasing in number and the Government-aided schools have been increasing in number and the Government-aided schools have been increasing in number.

(6) Mrs. Summe Mahsuda Begum, S.V., Headmistress, District Board Urdu Girls' School, Dandi.

(7) Mrs. Shamsa Sami Begum, S.V., Assistant Mistress, Urdu Girls' School, Kaira.

(8) Mrs. Samrat Mehta Begum, Assistant Mistress, District Board Urdu Girls' School, Kari Nandwili.

(9) Shamsa Kame Begum, Assistant Mistress, Municipal Board Urdu Girls' School, Karampara, Peshawar.

Inspection and Reports

Mrs. C. F. Littlewood, M.B.E., I.P.S., continued in charge of girls' institutions during the year, except for the period she was on leave. She went on furlough in 1932, but returned before the leave expired. Mrs. Mackenzie the Assistant Inspector had to do the work on medical certificate. Mrs. Mackenzie eventually had to be discharged out of the service.

Mrs. Asha B. V. B.T., who was Headmistress of the Municipal Board U.P. Middle School, Peshawar, City, was appointed Assistant Inspector of Schools on the 5th of January 1933. Mrs. Asha had the work too great a strain and had to take leave on medical certificate from the 20th February to the 1st of March. She came again in September 1933, and had to spend a month on leave. At the expiry of that leave on the 1st of December 1933, she resigned her appointment. At the time of her resignation the Inspector was left to carry on the work of the Assistant Inspector as well as his own. Some help was given him in the inspection of the District Board Primary Schools in the Kaira, Peshawar, and Hassan Districts by Mr. Bhagwanlal and Mr. Mahesh Lal, March 1933, but the rest of the year the work was completed by September 1933, when Mrs. L. V. Roberts, Headmistress of the Government Normal School for Women, Peshawar, was promoted to the position of Deputy and appointed Assistant Inspector. Mrs. Roberts has done very satisfactory work and has been successful in the Inspection. She was awarded the Jubilee Medal in May 1935.

The Inspector was awarded the Kaira and Had gold medal in June 1934 and the Jubilee Medal in 1935.

Writings.

Arithmetic and geometry. Mathematics, especially those of a practical character, are the subjects in which the weak in this school are best qualified to excel, and they are cultivated in the method of the *Arithmetica* and *Geometria*.

Geometry and Algebra are taught through the *Arithmetica* and *Geometria*. The *Arithmetica* is able to teach arithmetic, and geometry, and algebra, and is introduced into the school as a means of teaching the *Arithmetica* and *Geometria*. The *Arithmetica* is able to teach the *Arithmetica* and *Geometria*, and the *Geometria* is able to teach the *Arithmetica* and *Geometria*.

Latin and Greek.

Under the patronage of Roman provinces, schools, though better than those of the *Arithmetica* and *Geometria* in Uchi. The children of the *Arithmetica* and *Geometria* are introduced into the school as a means of teaching the *Arithmetica* and *Geometria*. The *Arithmetica* is able to teach the *Arithmetica* and *Geometria*, and the *Geometria* is able to teach the *Arithmetica* and *Geometria*.

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1. 凡在本行開辦之各項業務，均應遵守本行所定之規章，並應隨時注意本行所定之規章，如有違反者，本行將依法究辦。

[illegible]

The new school on the site of the old one was dedicated on April 1. The school building is a three high school in the shape of a T, the T part of it, two being placed on the outside of the main part of the school. The lady teacher is Mrs. H. J. Jones. The school is P. Z. Mrs. J. H. Jones is the principal and all the children. The lady teacher is Mrs. J. H. Jones and the first place in the school. The school is on the corner of the school, Albert and the school is on the corner of the school.

$\frac{1}{2} \log \frac{(n+1)^2 - 1}{(n-1)^2 + 1} = \frac{1}{2} \log \frac{n^2 + 2n}{n^2 - 2n + 2}$

Three hundred and eighty-two candidates appeared for the middle examination. Two hundred and fifty-seven passed (67 per cent). Seventy-eight per cent in English as well as in various other subjects. The Lady Griffith School secured the first place in the Province in this examination also. Thirty-one candidates stood out in candidates of the school had no failures. In 1925-26 300 girls took the examination. One hundred and thirty-five per cent (1 per cent). Twenty-three per cent in English.

Large numbers of children are entering the secondary schools and the lack of staff in these schools necessitates an even standard of attainment in those promoted. • Classes of 50 and 60 girls in the charge of one teacher do not give her time to devote individual attention to weak girls who are not only a drag on the class but an additional problem as they develop an inferiority complex and fail to secure promotion even after two years in the first middle class. A change was, therefore, made this year in the system of examination for the primary certificate. Sample tests involving the maximum amount of reading and the maximum amount of writing were set in every large town and in all the larger villages where there was more than one school. The children's general intelligence and their ability to understand what they read and to apply what they had learnt was tested. As scholarships are awarded on the result of this examination, the same standard of marking was adopted throughout the Province to ensure an even standard of assessment. In most of the papers the questions could be answered in one word. This facilitated correction and made teacher marking impossible. The examination caused a great deal of comment as the results were naturally not as good as in previous years. One thousand three hundred and fifteen children took the examination. Nine hundred and twenty-six passed (67 per cent). The figures for 1925-26 were 1,002 appeared, 856 passed (85 per cent). The figures for the preceding year were 1,041 appeared, 816 (78 per cent). As the children had written question papers for the first time and did the whole test in writing, the pass percentage of 70 was very creditable. The examination revealed some interesting facts. (1) in many schools the chief weakness was inability to read intelligently, (2) the 4th class in middle school was not as good as the top class of a primary school and (3) the average mark obtained in every district was in the neighbourhood of 50 per cent.

(which has been taken as the pass mark in the scholarship examinations). A few children gave out very high or very low marks. A meeting of the Municipal Board Public School, Hapur, held last in the examination in the Province, obtained 7 per cent.

One thousand two hundred and ninety-eight students took the lower primary examination in 1912. One thousand one hundred and thirty-three per cent were passed. This year, 1918, children took the examination of the thousand two hundred and eleven passed. The pass percentage was the same 87.

Curriculum.

A conference of school inspectors (the first held in the Province) was held in December, 1915. The conference suggested various changes in the curriculum for primary and secondary schools. The revised curriculum has not yet been introduced, as this subject is receiving the attention of the Central Advisory Board of Education and their recommendations may affect it. The general opinion was that there need be no difference in the curriculum of boys' and girls' schools, but the subjects specially meant for girls, e.g., needlework, cooking, laundry, and household management should be included in the curriculum.

Training of teachers.

The Government Normal School for Women, Peshwar, continues to be the only training school for women teachers in the Province. These students are admitted every alternate year to the normal school and then come to the senior Normal training school to the senior class who has completed the first year. Most of these graduated in the last session, 1917-18, in the middle examination. If this class had been admitted to the senior class, the normal school could have been doing the senior for middle examination. If students were admitted to the senior class, might be the Anglo vernacular and the vernacular non certificate and certificate. A.A. is the class B.A. is the class the matriculation is the present. The Inspector thinks a training class for infant school teachers should be substituted for the junior vernacular class. No one should be admitted to this class who has not matriculated or passed the Anglo vernacular middle examination.

The two students with complaints of a headache and fever, cough
present in the past 24 hours. They are currently 100%
and on. Working with them on the 1st day of the course and
completing the course. They are currently 100%
have been diagnosed with a respiratory infection.

1894-1895 of the 1894-1895

1960年1月1日，中国科学院植物研究所成立。该所主要研究植物分类、植物生理、植物生态等。

1990年1月1日	1990年1月1日
1990年1月1日	1990年1月1日
1990年1月1日	1990年1月1日

[illegible][illegible]

The Convention in India, which was introduced from
Peshawar to Allahabad in the spring of 1929, is believed to
be popular. Mrs. Baker has been in charge of the forest
since Miss Adams died in June 1925. During the summer of
the past the number of bandits has increased from 25 to 27.
In June 1929 there were a number of bandits in the forest.
The number of Hindu and Sikh bandits has increased to
9 (7 Hindu & 2 Sikh). The number of Muslim bandits is
practically the same as in 1928. The very small in-
crease in Muslim bandits is due to the appearance of an angle
which is found in the forest which is a source of trouble from
the Pukhtun Rajas and the authority of the Government is very weak.
Raj, but it is not for the Government to do it.

There are two hotels in the town. One is the "Hotel de la Ville" and the other is the "Hotel de la Cour". The "Hotel de la Ville" is a large, modern hotel with a swimming pool and a restaurant. The "Hotel de la Cour" is a smaller, older hotel with a garden. There are also several small, private houses in the town. The town is a very nice place to live and visit. The people are friendly and the scenery is beautiful. The climate is warm and sunny. The town is a very nice place to live and visit.

$$\begin{aligned} \frac{\partial}{\partial t} \left(\rho \frac{\partial u}{\partial x} \right) + \frac{\partial}{\partial x} \left(\rho u \frac{\partial u}{\partial x} \right) &= - \frac{\partial p}{\partial x} \\ \frac{\partial}{\partial t} \left(\rho \frac{\partial v}{\partial y} \right) + \frac{\partial}{\partial y} \left(\rho v \frac{\partial v}{\partial y} \right) &= - \frac{\partial p}{\partial y} \end{aligned}$$

$\frac{d}{dt} \left(\frac{1}{2} m v^2 + \frac{1}{2} I \omega^2 \right) = \sum \vec{r}_i \cdot d\vec{F}_i$

[illegible]

More than 100,000 people are being vaccinated against the epidemic in the Province. There is only one doctor in the Government Hospital at Mandalay and the hospital attached to the Lady Gwendolyn High School, Padoon, where there is no medication for only a few days. Two girls from Chittha and one in the Government P. Z. M. S. School, Padoon, have been accused of taking the vaccination. No official School Doctor is not attending to the cases, and the need for boarding houses is keenly felt at Mandalay and Dava Laya Khan.

Guiding

The ...
 ...
 ...

1st Cadet Ranger Company - 1st Vermont Signal
Battalion

$\frac{d}{dt} \left(\frac{\partial L}{\partial \dot{x}} \right) = \frac{\partial L}{\partial x}$

$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

Subtotal

Mr. W. W. Wright
Mr. J. W. Wright

Company. One is already running a flock in the Cantonment Board School and it is hoped that next season the others will all be able to help with companies and flocks.

Mrs. Reed with her lieutenant Mrs. Karam Devi has put in an amount of hard work with the First Cadet Ranger Company.

Mrs. Wright and Mrs. David have been enthusiastic guides with the First Peshawar Guide Company. Both these guides attended a training week in Lahore at the beginning of the season.

Mrs. Lewis has infused the Second Peshawar Company with new life. The guides have responded with great enthusiasm and have had a most enjoyable winter.

Visits have been paid to various places of interest including the Aerodrome and the Military Dairy. Both the Royal Air Force officials and the Manager of the Dairy were more than kind in making these visits extremely pleasant and interesting.

Mrs. Phillips, Captain of the Third Peshawar Company, is as alert and keen as ever. She has put in splendid work, marked with her large company this winter.

All winds of Mr. Cox, Mrs. Oswald, Mrs. Abdul Wahab, Mrs. Naimed and Mrs. Sanjar Taj Muhammad, are in the words of Spurgeon—leaving their names on hearts and not on heads—in which the happy and interested little bluebirds testify.

It was arranged that Mrs. Oswald and Mrs. Karam Devi should attend the Rally in Lahore on Saturday day, owing to illness, Mrs. Karam Devi was unable to go, so Mrs. Oswald went alone. Her report of the rally was most much enjoyed the Rally, much was commented by the presence of both Lord and Lady Bute-Fowell.

It is hoped that the training week arranged for early December will be the means of putting us to greater efforts for a more successful coming season.

The movement has not been so successful in other districts owing to the lack of guides. There was a very promising prospect for the future with suitable help as to carry on the good work.

(17) Mrs. L. Samaras	4	0	0
(18) Miss S. Lai	25	0	0
(19) Through Mrs. L. V. Roberts	30	0	0
(20) Miss Harris	5	0	0
(21) Miss Prakash	2	0	0
(22) Headmistress, Municipal Board Geography Centre School, Binnu	5	0	0
(23) Merchants	9	4	0

The total amount contributed to this fund upto date is Rs. 244.00 of which Rs. 52.00 have been expended on the building.

Conclusion

The Inspectress desires to express her gratitude to Mr. Acheson for his interest in girls' education in Dera Ismail Khan and to Mr. Mallam, wife of the Deputy Commissioner of Kohat for the keen interest he has taken in the Municipal school in that town. The great improvement in the Leigh carder School is due mainly to Mrs. Mallam's interest and help. Her sympathy and advice have made the headmistress's task less difficult than it would otherwise have been and her kindness to the women employed in Kohat City whose homes are not in the district has made their isolation less unbearable.

The Inspectress wishes also to record her appreciation of the good work done by the Assistant Inspectress and the Headmistress of secondary schools. The progress made in girls' education during the quinquennium is due to their enthusiasm, energetic work and loyal support.

She wishes also to acknowledge the excellent work of her office staff, particularly that of her chief clerk M. Nusr-ud-Din and her second clerk M. A. Ahmad.

CHAPTER VII

EUROPEAN AND UNRECOGNISED PRIVATE SCHOOLS.

European schools.

(a) European schools in the Province accept their children for education mostly for—

- (i) Army schools, in the Province, as in the report has been referred to.
- (ii) For the larger European settlements in other provinces of India.

The few children who are admitted are all their parents in the Province or rather—

- (a) exclusively for private tuition.
- (ii) (In the case of children residing in Freshwater Camp (tonement) attend the same for school education by the Protestant Convent, Freshwater.

The Convent Day School is attended by the soldiers' European school in the Province. It is open to Indian children also and is attended by both girls and boys.

The statement below gives comparative figures for the years 1931-32 to 1936-37.

Years	Number of scholars				Total		Total	
	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1931-32	1936-37
1931-32	44	47	58	60	60	60	60	60
1932-33	57	57	120	57	57	57	57	57
1933-34	50	57	120	57	57	57	57	57
1934-35	78	50	128	50	50	50	50	50
1935-36	84	57	151	57	57	57	57	57
1936-37	108	70	174	70	70	70	70	70

From the above statement it will be seen that the progress made by the institution has been steady and the number of scholars, the number of Indian students attending the school, and the expenditure on the institution and the number of children in the school have all been compared with the figures for the previous year. The number of scholars has also risen from 120 in 1919-20 to 134 in 1920-21. The table given below will show the expenditure on the school maintained in each year during the year 1920-21.

Class	Class II	Class III	Class IV	Class V	Class VI	Class VII	Total
60	15	14	10	10	5	7	134

The school building has been improved during the year, and the expenditure has been increased by the addition of (i) a class room added in 1919-20, (ii) a new kitchen, and (iii) a garage added for the school. The school has also been improved by the addition of a new building for the children to play on and a playground has also been provided. The debt balance of the school has slightly increased from Rs. 8,103-14-0 in 1919-20 to Rs. 8,103-14-0 in 1920-21.

The receipt account of building, furniture and books during the year 1920-21 is as follows:

Year	Amount spent on building	Amount spent on furniture	Amount spent on books
Rs.	Rs.	Rs.	Rs.
1919-20	400	140	...
1920-21	140	450	...
1921-22	1,500	1,350	...
1922-23	5,000	...	...
1923-24	1,500	...	225

3. The Reverend Mother Superior who is the correspondent of the school remarks in her report:—

" During the year 1936-37 the progress of the school has been very satisfactory and the pupils have worked steadily throughout the year. The discipline has been excellent, and the teachers were very interested in the welfare of the children.

From the re-opening of school in September, the attendance was very good and at the end of March there were 174 pupils on the rolls.

The average number on rolls during the year was 144, and the average daily attendance 84. The pupils have been taken in games again this year and prize were distributed on sports day.

The results of the different examinations were very satisfactory. Six pupils sat for the Punjab University examination in June and all passed, three with distinction marks and four gaining merit marks.

In the examination for secondary schools as England held in December 1936, forty-three pupils were present. Forty passed the Punjab European Middle school examination in first division.

Many new books have been added to the school library again this year and a set of hygiene charts, colour K. 100, has been purchased for the higher classes.

The usual annual entertainment given by the pupils on the 8th and 9th of February proved very successful and of

4 His Excellency the Governor in Council in view with his Minister was pleased to create a Provincial Board for European and Anglo Indian Education on the 20th October.

The members of the board were:-

- (1) The Hon'ble Mr. Minister for Education and Departments
- (2) The Inspector of Civil School - North-West Frontier Province
- (3) Miss L. Birch
- (4) Doctor P. S. Rodell
- (5) The Director of Public Instruction - North-West Frontier Province, who was also to act as secretary of the Board

Private unrecognised schools

1. 在 1940 年 12 月 1 日， u 和 v 的初值 u_0 和 v_0 是任意的， u_0 和 v_0 是任意的， u_0 和 v_0 是任意的。

Year	Number of schools					Number of scholars				
	Hindu	Muslim	Christian	Other	Total	Hindu	Muslim	Christian	Other	Total
1911-12	4	1		15	80	174	104	236		414
1912-13	8	24		15	75	169	144	180		493
1913-14	9	10		20	68	155	312	110		577
1914-15	6	31		4	47	115	275	111		501
1915-16	10	28		2	23	127	111	153		391
1916-17	14	20	1	4	39	127	1,300	110	17	1,554

The above figures are supplied by Data as through the Deputy Commissioners of their respective districts and the accuracy of these figures is not attested by any responsible person or educational officer. These figures, therefore, should be accepted with good reason. The Department does not hold any inspection of these schools and it is very doubtful whether these schools maintain any record even as to enrolment and attendance registers etc. Mention was made in the last quinquennial report that the District Inspector of Schools Kohat, had reported that there was only one private unrecognised school in the Kohat District in the year 1943, but in the quinquennial under review he reported that two schools, a boys' school at Pander and a girls' school at Vardit, and a total enrolment of 1000 students came out of a total of 1000. It appears that the total enrolment of the number in the year 1943, the total enrolment of the school for the year of the year school is 1000, which was the total number of the girls' school. It appears that 1000 boys were attending the boys' school while 1000 were attending the three girls' schools. It will be well to point out at the outset that the private unrecognised schools existing in this Province are of three type - viz -

including 5 boys, respectively against 28 schools (for boys and girls) with 607 scholars (both boys and girls) in 1931-32.

- (ii) Two schools for boys teaching advanced Sanskrit books to 77 scholars against the same number of schools during the last quinquennium with 51 scholars.
- (iii) Twenty schools for males and 5 schools for females teaching Al-quran and other religious books to 834 scholars (including 159 girls) and 176 scholars (including 69 girls) respectively against 93 schools (boys and girls) with 1,966 scholars* (both boys and girls).
- (iv) Seventeen schools for boys and seven schools for girls teaching vernacular languages (Urdu, Hindi, Gurmukhi, etc.) to 924 scholars (including 53 girls) and 353 scholars (including one boy) respectively against 50 schools (boys and girls) with 1,407 scholars (both males and females).

The one Hindu school teaching other advanced classical languages to 8 scholars which was mentioned in the last quinquennial report appears to have ceased to exist during the quinquennium under report.

8. The five "azad" schools which were mentioned in the last quinquennial report continued to exist in the beginning of the quinquennium under review, but 2 were closed in 1933-34. The 3 schools do not conform to any departmental standard. They teach different languages to 210 pupils against 412 pupils in the year 1931-32. The three "azad" schools now in existence are situated in Peshawar District at the following places:

- (a) Utmaniya Azad School in Chakdara Tehsil. This school is reported to be preparing pupils for the Matriculation examination of the Jamia-i-Millet, Delhi.
- (b) The Bhanumati Primary School (a part of Peshawar City).
- (c) A primary school in Peshawar City in Mohalla Asya.

The two persons who were arrested at Richmond and Vernon Hills (see in the case "Matters In Respect to which the Government in the last quinquennial report, ceased to exist in 1933-34.

[illegible]

CHAPTER VIII

THE TRAINING OF TEACHERS.

General—

The training of teachers is the only kind of professional education that is given by Government in this Province. Arrangements have been made whereby selected students from this Province are sent —

- (i) to the King Edward Medical College at Lahore,
- (ii) the Medical School at Amritsar,
- (iii) the Lady Hardinge Medical College, Delhi, and
- (iv) the Womens Christian Medical College, Luckhna, for training in the medical profession.
- (v) to the Thomson Engineering College, Roorkee,
- (vi) the School of Engineering at Rasul, (Punjab), for training in various branches of civil engineering
- (vii) to the Mulgani Engineering College, Lahore, for training in the electrical and mechanical branches of that profession,
- (viii) Students are also sent to the Forest Research Institute, Dehra Dun, for training in forestry and
- (ix) to the Prince of Wales Royal Indian Military College, Dehra Dun for training and admission into the Indian Military Academy, Dehra Dun.

Students of the Province who want to study law can do so without difficulty by joining the Law College at Lahore, and also the Law Faculty attached to the Muslim University, Aligarh.

The demand in this Province for some sort of industrial or vocational training has been growing for some time past. An attempt to meet this demand has been made by sending boys for such training to industrial and technical schools in the

Punjab; and by opening weaving classes in Peshawar and carpentry and smithy classes at the Government Training School for Men, Peshawar, in May 1934. A full description of these classes will be found in its proper place in the chapter.

Training of teachers--

(1) Anglo-Vernacular--

2. As before, the facilities provided by the Punjab Government for this Province for the training of higher vernacular teachers for both sexes have been greatly utilised. This Province has been nominating candidates for training for the higher grades of the post-graduate of the Bachelor of Teaching and the Senior Anglo-Vernacular classes in the Central Training College, Lahore. The Junior Anglo-Vernacular classes for the training of men teachers were closed by the Punjab Government in 1931-32, there being no male teachers have been deputed for training in that class during the quinquennium. As graduates holding a degree in teaching are available to work in the grade of Rs. 700-5-000 which was originally intended for I. A. V. teachers, it is not necessary now to send teachers for training into the junior Anglo-Vernacular class. The table given below will show the number of candidates, both male and female, who were trained at the Central Training College, Lahore, and the Lady Margaret Training School for Women, Lahore.

B. T. or S. A. V. class at C. T. C., Lahore.

		1932-33	1933-34	1934-35	1935-36	1936-37
Males	{ Stipendiary	3 (a)	2	4	3	2 (d)
	{ Non-stipendiary		3	2	2	2
Females	{ Stipendiary		1 (b)			1
	{ Non-stipendiary					

(a) Includes one candidate deputed by the Political Agent, Kurram Agency, with a stipend of Rs. 40 per mensem. His cost of training at Rs. 550 was also paid from political funds. The other stipendiaries were each paid stipends of Rs. 25 per mensem and their cost of training at Rs. 550.

each was paid to the Punjab Government from provincial revenues.

The non-dependary students paid their own maintenance cost at the college.

- (b) The male candidate, Miss E. Ran, B.A., was granted a stipend of Rs. 40 per mensem as a special case.
- (c) Includes one candidate deputed by the Political Agent, Malakand Agency, with a stipend of Rs. 7 per mensem. He however paid his cost of training at the college. One dependary having been ill had to discontinue his studies during the course of the year.
- (d) Includes one candidate deputed by the Political Agent, North Waziristan. He was paid no stipend but being a permanent J. A. V. teacher was allowed to draw three fourths of his pay in the grade of Rs. 70-3-100. His cost of training was however paid by the Political Agent from postal funds.

In the J. A. V. class at the Lady MacLagan Training School for Women, Lahore, the number of female candidates nominated by this Province for training was 2 each during the years 1932-33, 1934-35 and 1935-36. Only one girl was sent to this class in 1933-34, but four were sent in 1936-37. Each candidate was awarded a stipend of Rs. 25 per mensem in addition to the cost of her training, except one who was sent up entirely at her own expense during the year 1936-37.

(ii) *Vernacular—*

Men teachers

3. The Government Training School for Men, at Peshawar, has two classes, viz., senior vernacular and junior vernacular. The junior vernacular training classes started at Dera Ismail Khan and Ghazni Khel (in the Bannu District) in 1927 and 1931 respectively, were closed on April 1st 1933, because the demand for J. A. and S. V. trained teachers fell on account of the suspension of the expansion programme. The table below gives information about the J. V. and S. V. classes.

	Senior Vernacular		Junior Vernacular		
	No.	Total Results	No.	Total	Results
1934-35					
<i>Government Training School for Men, Peshawar.</i>					
(i) Government stipendaries	20		20		
(ii) Military High School Kohat	1	16 27	1	16	
(iii) Malakand Agency	1		1		
(iv) Swat State	1		3		
<i>Government Training School for Men, Peshawar.</i>					
(i) Government stipendaries			40		
(ii) Non-stipendaries			1		
			1		
<i>Government Training School for Men, Peshawar.</i>					
(i) Government stipendaries			40		
(ii) Non-stipendaries			1		
			41		138/166
1935-36					
<i>Government Training School for Men, Peshawar.</i>					
(i) Government stipendaries	10		24		
(ii) Kohat Agency	1	17	1	17	
(iii) Malakand Agency	1		1		
(iv) Non-stipendaries	1		4		
1936-37					
<i>Government Training School for Men, Peshawar.</i>					
(i) Government stipendaries Rs 20 per month	10		25		
(ii) Government stipendaries getting Rs 10 per month each	1	18 22	1	18	
(iii) Non-stipendaries	11		25		

weight 340. In addition to this the S. V. class taught 2,300, mostly S. V. class boys, practicing lessons in different schools under the supervision of their own teachers as well as of the teachers of the schools in which such lessons were taught. During the year during both the years (1935-36 and 1936-37) students took up the studies of delivering practice lessons in schools which were easily accessible to them.

(c) Teaching of Science

The S. V. students performed 990 experiments in the school laboratory against 936 of the last year. The practical aspect of science has received considerable attention. A school science laboratory was also opened last year for the benefit of the students to work in during their leisure hours.

The Science apparatus repairing workshop was started last year. The repair work in the workshop was mostly done by student teachers in order to enable them to do similar work in their own schools. They were also taught varnishing and carpentering work, etc. This work was done outside school hours under the supervision of the science teacher.

(d) Teaching of geography received special attention. The opening of a "geography room" is under contemplation. This room will be equipped with such up-to-date geographical apparatus as can be supplied within the limited means of the school.

(e) Literary Society. The literary society of the school has remained fairly active, and held meetings on Fridays in which both the teachers and the taught participated. Various educational and social topics were proposed and discussed. The literary society held 30 meetings during the year 1936-37.

(f) Rural Uplift. The school staff continued to create in the mind of the student teachers a desire to improve primary education and to do village uplift work. Students under the supervision of their teachers visited various villages in the neighbourhood and delivered lectures on topics such as "the village and how to improve it", "health and efficiency", "soil and crops", "light and air", "vaccination", etc. A student composed a frolic drama in which all the features of the village uplift movement have been touched. It was staged under the guidance of the schoolmaster at a village near the school. The drama attracted a large audience composed

entirely of villagers. According to local sources, work is finished during the month of March. However, it is not clear whether the work is done throughout the whole of the year. It is not clear whether the work is done throughout the whole of the year.

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school holidays such as mat weaving, cot weaving, soap-making, broom-binge and glass-silvering. Thrift and saving were inculcated in the student teachers with the result that all of them opened saving bank accounts.

(iii) *Physical Training*—Besides the ordinary drill and games played during the school hours, football, volley ball, hockey and tennis were played after the school hours under the supervision of the school staff. *Deo* games were also encouraged. Twice a week mass drill and general parade were held. A special class for the training of physical instructors to which 20 selected I.I.V. students were admitted was started this year. After an intensive training course, they took a test and were qualified for the drill instructor's certificate.

(iv) The Imam of the school mosque continued to impart elementary religious instruction to the Muslim student teachers under the supervision of the headmaster of the school.

Discipline and tone

7. It is pleasant to record that discipline and moral tone at the school in the school have been satisfactory.

Industrial classes

8. As mentioned already, an attempt to meet the demand for industrial education was made in May 1935 by opening industrial classes consisting of a carpentry and a smithy class. These were located at the Government Training School for Men, Dehrawa. The object of these classes was to impart training in carpentry and smithy to sons of artisans and to see whether after the period of training they would be able to set up as carpenters or smiths and could hold their own in open competition in the market. The 100 boys admitted to these classes drew a stipend of Rs. 2 per mensem each. For their admission they had to produce

- (i) A certificate of having passed the middle standard examination.
- (ii) A medical certificate of fitness.
- (iii) Sufficient proof that they were permanent residents of this Province.
- (iv) Proof that they were not below 17 years of age.

The staff that gives the required training to the students of the industrial classes consists of—

- (i) Master in charge of the classes who is also required to teach drawing to S. V. and I. V. classes on the grade of Rs. 120—4—1600
- (ii) A master blacksmith on a fixed pay of Rs. 60 per mensem
- (iii) A master carpenter on a fixed pay of Rs. 60 per mensem
- (iv) A painter on a fixed pay of Rs. 20 per mensem
- (v) A workshop attendant on Rs. 20 per mensem

The direct expenditure on staff, contingencies and stipends was Rs. 4,453 in the year 1935-36 and Rs. 5,100 in 1936-37. A sum of Rs. 1,670 was spent on initial equipment in 1935-36 and Rs. 2,100 in 1936-37.

The classes were accommodated at the training school. In order to provide more accommodation, a large room for the carpentry class and a workshop shed for the smithy class have been added. The working hours of the industrial classes are 8 in winter, and 7 in summer. Every student has to attend the drawing class compulsorily. Students of the carpentry class who have completed two years out of their three years' course can now make a table of various up-to-date designs dining chairs, cushioned chairs, dressing tables and toilet stands, etc. The students in the smithy class have received training in chiselling, hammering, forging, filing, drilling, brass founding, polishing and turning. They can make tools used by carpenters, smiths, and mechanics generally. They can also make locks of Indian and English type, paper punches, number plates for motor cars, cylinders, dies and punches. All articles prepared by the students are sold and the sale proceeds are credited to the Government. Some articles were sold in the workshop but others were sold through the zamindari shop run by the department of Agriculture. Rs. 312.42 and Rs. 321.00 of the sale proceeds were realised the year 1935-36.

9. A mention should also be made of the Physical Instructors and Drawing Master certificate examinations which used to be held under the supervision of the department in previous years. No regular classes for the training of candidates for the above certificates have ever been held in this

Practically all private candidates who study and prepare themselves privately for the examination were allowed to take the examination. In the last comprehensive report it was stated that the Government had been training in vernacular schools and the Government had been providing charges in drill and in sports for the sportsmen of A. V. V. teachers who had taken leave from their schools to attend a convention at Lahore. In March 1935 the Government announced the appointment of a new Deputy Education Officer in M. N. and Haq B. A. D. D. I. and the abolition of the appointment from the A. M. C. A. College, M. D. I. was reported in this post. A detailed report on the work has already been made in Chapter II under the A. V. V.

The drawing and painting examination was held on 20th and 21st January 1937, when 27 and 20 candidates took the drawing examination respectively in part. Five candidates appeared in the examination held in 1934 while 9 were present in the examination held in 1937.

Work on teachers—

The Government is training school for women teachers in the District of the Government Normal School for Women, Rawalpindi, which has been in existence throughout the quinquennium. Statistics of this school are given in the following statement—

Year	Number of schools	Number of student			Direct expenditure	Staff	Results	
		Senior vernacular C. S. S.	Junior vernacular P. S. S.	Total			Senior vernacular certificate examination	Junior vernacular certificate examination
					Rs.			
1931-32	1	47	31	48	15,612	4	178	15
1932-33	1	40	27	31	19,270	4	17	24
1933-34	1	20	11	50	16,519	5	108	...
1934-35	1	25	30	35	19,470	5	...	18
1935-36	1	27	26	47	19,612	5	22	...
1936-37	1	20	29	50	18,620	5	15	22

Twenty stipends of the value of Rs. 20 per month each for S. V. and 30 stipends of the value of Rs. 24 per month each for the J. V. courses were sanctioned by the Government for award to student teachers undergoing training in their institution. Early in 1934 the Inspector of Public Schools represented that the number of S. V. stipends (twenty) sanctioned by Government was too small and he requested him to increase the girls' schools properly. Consequently the Government sanctioned the creation of 5 additional S. V. stipends for the years 1934-35 only.

The growth in expenditure on the school during the year 1931-32 to Rs. 19,742 in 1932-33 has been due to the arrival of furniture, the temporary increase in the number of S. V. stipends, and the expenditure incurred for the salary of student teachers going to and from their respective villages. The number of mistresses in the school increased to 16, 54 in the last quinquennium but they have not been properly qualified now as against 4/5 of the last quinquennium. The S. V. and J. V. courses have been extended to two years and the result of both the examinations is not satisfactory. In the S. V. certificate examination held in the beginning of the current year 1934-35, only 10 girls passed out of 29. The J. V. examination held in the same year was successful out of 29 who took the examination.

Building—

The school has a building of its own. It is situated outside Dabgan Gate (the Government). A teachers' quarter, a large hall, two bath rooms, and a dispensary, and 10 boys' quarters have been added to the school building during the quinquennium under review. The school building now provides adequate accommodation for its present needs.

Land and Garden—

(i) **Gardens.** The school possesses some lawns and a well laid out garden. A well has been built for irrigation, and a small vegetable garden has also been added.

(ii) **Planting.** Good received proper attention, and the girls enjoyed them.

(iii) **Art and Craft Exhibition.** Held in the school in October 1935. The work done by the students was so good

that some history medals were awarded to them. Four students of the school won the Royal Drawing Arts Preparation Certificate and in proof of their gaining distinction.

On the 15th of November 1904 a V. V. Language Week was observed at the school. The Government Training Camp for teaching training in drawing and painting has been very successful in teaching the students in the school. Two parties were arranged both to Laxda Farm and an excursion to the S. V. Club. A party was arranged to Laxda. The parties as well as the excursions were very successful and were much enjoyed by those who participated in them. A general assembly was held in the Government House, the school, on the 10th January 1905, in which 35 games of basketball participated. They took part in the whole of the training in the Royal Education and were awarded medals for the same.

CHAPTER IX

EDUCATION IN AGENCIES.

This chapter deals with education in the Agencies and the tribal areas under the control of the Government.

1. The number of agencies situated in the North-West Frontier Province are five, namely, Mchikand, Khyber, Kurram, South-West Frontier and South-West Frontier.

Each of these agencies has a District Officer and a District Khudai Officer.

The schools in the agencies and in the tribal areas are supervised by the District Inspectors of Schools, while those in the South-West Frontier are supervised by the District Officer, Anglo-Vernacular Middle School, South-West Frontier, who is also educational adviser to the Government. These schools are open to inspection by the Inspector of Vernacular Education, North-West Frontier Province, and by the District Officer.

2. Education in the agencies and tribal areas is financed from the central revenues. Provision for this purpose is made in the educational budget of the political agents and the deputy commissioners of the districts concerned. The schools in South-West Frontier are financed from the State funds through the kindness of the Wali of South-West Frontier, Amir Abdur Wahid Khan, Sherard. A grant of Rs. 100,000 is paid to the Wali of South-West Frontier for the maintenance of the primary department attached to the South-West Frontier Anglo-Vernacular Middle School.

3. On account of the financial stringency no marked expansion of education could take place in agencies and tribal areas. It was however possible by observing strict economy to open the following schools:

(a) Mchikand Agency

(i) A primary school at Lohagga in 1934-35

(ii) A primary school at Lohagga in March 1937

(b) Khyber Agency

(i) An Anglo-Khush Primary School at Landi Kotal in 1934-35

(c) Kurram Agency—

(4) A primary school for boys at Gharbina in 1932-33.

(5) A school for girls at Parachinar in 1936-37.

(d) North Waziristan—

(6) A primary school for boys at Kani Rogha.

(7) At Ali Khel in 1932-33, and

(8) At Spunga in 1933-34.

(e) South Waziristan—

(9) A primary school for boys at Kaniguram in 1932-33.

Thus the number of new primary schools opened in the Agencies during the quinquennium 1932-37 is nine.

The primary schools at Jamrud in the Khyber Agency, and at Kotkai and Kaniguram in South Waziristan Agency, were raised to the status of lower middle schools. The primary school at Has-sukhel in North Waziristan Agency was also converted into a lower middle school in 1933-34, but the middle classes had to be closed in 1934-35 for want of funds. The Lower Middle School at Ahzai in the Kurram Agency was converted into an anglo-vernacular lower middle while the Thana Anglo-Vernacular Middle School in the Malakand Agency was raised to the status of a high school in the year 1933-34. The lower middle school at Dargai in the Malakand Agency was also converted into an anglo-vernacular lower middle school in the beginning of 1936.

On account of the serious economic depression and financial stringency, the Government of the Swat State had to close 5 lower middle and 10 primary schools in that State during 1933-35, while a primary school at Baska in the Shirani territory attached to the Dera Ismail Khan District was closed in May 1936, because of its failure to attract boys. The table given below will illustrate the general state of education in the five agencies and the three tribal areas. —

Year	Number of public schools	Number of scholars in public schools	Number of private schools	Number of scholars in private schools	Total number of schools	Total number of scholars	Expenditure on public schools
1931-32	74	4,469	10	144	84	4,613	Rs. 1,21,932
1936-37	69	4,672	27	828	96	5,500	1,33,956

From the above table it will appear that the number of public schools decreased by seven while that of private schools increased by 17. The number of scholars attending both types of institutions however increased from 4,466 to 4,672 and from 142 to 628 respectively. The increase of 203 pupils in the public schools and of 486 in private schools gives an increase percentage of 4.5 and 342.3 respectively over the figures of 1931-32. The increase of enrolment in public schools would have been far greater if the 14 schools in the Swat State and a school in the Shuaru Hoya had not been closed on account of the financial or other difficulties.

4. Direct expenditure on public schools rose from Rs. 1,21,932 to Rs. 1,33,956 or by Rs. 12,024 viz 9.9 per cent. over the figures of 1931-32. In the succeeding paragraphs reasons for the increase of expenditure and the increase or decrease in the number of schools and scholars will be given in greater detail.

Malakand Agency—

5. The table below indicates the educational position in this agency—

Years	Number of schools			Number of scholars			Number of scholars leaving English	Expenditure	Number of teachers	Results of examinations	
	Secondary	Primary	Total	Secondary	Primary	Total				M.A.S.L.C.	Anglo-vernacular middle
								Rs.			
1931-32	2	12	14	342	518	860	38	25,971	11	-	0
1932-33	2	13	15	391	645	1,036	113	27,415	12	-	11
1933-34	2	13	15	476	693	1,169	106	25,318	19	-	11
1934-35	2	21	23	445	617	1,062	137	21,266	15	9	17
1935-36	2	17	19	476	640	1,116	140	18,507	19	10	19
1936-37	2	14	16	604	679	1,283	127	20,744	18	12	11

The Anglo-Vernacular Middle School at Thana, was converted into a high school in 1933-34 while provision for the

teaching of English in 5th and 6th classes in the lower middle school. Budget was made in April 1936. The number of primary schools was increased from 12 to 14 during the quinquennium. The number of pupils attending both secondary and primary schools in the agency decreased from 342 and 312 in 1931 and 1932 respectively. The number of all kinds of public schools rose from 14 to 16 with an increase of 312 in the number of pupils attending there. This increase represents a growth of over 20 per cent. during the five years. The total number of pupils attending the public schools is 1,172.

Direct expenditure increased from Rs. 26,992 to Rs. 26,741. The increase is due to the opening of new primary schools as also to the conversion of the Thana Anglo-Vernacular Middle School into a high school.

In 1931-32 the number of certificated and qualified teachers working in schools in the agency was 21 out of 28. At the close of the quinquennium under review there are 26 qualified and certificated teachers out of 28 employed.

With the exception of the new primary school at Loi Agra which meets in a rented building all other schools have buildings of their own. The Thana school is housed in a new building erected in 1936 at a cost of Rs. 15,000 met from the Godfrey Gung Bazar Fund.

Instructional condition in schools in the agency was satisfactory on the whole. From the Thana High School 15 candidates out of 24 sent up passed the anglo-vernacular middle examination while only 3 out of 18 passed the M. and S. L. C. examination. Scouting is now a marked feature of this agency. It has considerably improved since the formation in March 1935 of a boy scout association with the Political Agent as its president who is also commissioner for the agency. Several scout camps have been held during the last few years. The last camp which was held at Khar Polo ground near Malil and in October 1936 was the biggest ever held in the agency. It was attended by 200 boys and 100 masters from all the schools in the agency and Saidu Sharif. It was for the first time in the history of scouting that a scout from Chitral State also attended the camp. His Excellency the Governor who is the Chief Scout for the Province honoured the camp with a visit where the scouts formed a guard of honour for him.

1. 1950年10月1日，中华人民共和国成立，标志着中国历史进入了一个新的纪元。

姓名	性别	年龄	籍贯	职业	文化程度	政治面貌	健康状况	婚姻状况	子女情况	其他
王德胜	男	45	山东	工人	小学	党员	良好	已婚	2子1女	
李秀英	女	42	河北	农民	初中	团员	良好	已婚	1子1女	
张国强	男	38	河南	干部	高中	党员	良好	已婚	2子1女	
刘小红	女	35	江苏	教师	大学	党员	良好	已婚	1子1女	
陈为民	男	50	浙江	商人	小学	无党派	良好	已婚	3子2女	
赵大刚	男	48	湖北	工人	初中	党员	良好	已婚	2子1女	
孙丽娟	女	40	湖南	医生	高中	党员	良好	已婚	1子1女	
周志远	男	55	四川	农民	小学	无党派	良好	已婚	3子2女	
吴小芳	女	32	广东	教师	大学	党员	良好	已婚	1子1女	
郑国强	男	40	广西	工人	初中	党员	良好	已婚	2子1女	
黄小红	女	38	福建	干部	高中	党员	良好	已婚	1子1女	
林为民	男	52	江西	商人	小学	无党派	良好	已婚	3子2女	
周大刚	男	45	安徽	工人	初中	党员	良好	已婚	2子1女	
孙丽娟	女	42	山西	医生	高中	党员	良好	已婚	1子1女	
周志远	男	58	陕西	农民	小学	无党派	良好	已婚	3子2女	
吴小芳	女	35	云南	教师	大学	党员	良好	已婚	1子1女	
郑国强	男	42	贵州	工人	初中	党员	良好	已婚	2子1女	
黄小红	女	40	海南	干部	高中	党员	良好	已婚	1子1女	
林为民	男	55	宁夏	商人	小学	无党派	良好	已婚	3子2女	
周大刚	男	48	青海	工人	初中	党员	良好	已婚	2子1女	
孙丽娟	女	45	甘肃	医生	高中	党员	良好	已婚	1子1女	
周志远	男	60	内蒙古	农民	小学	无党派	良好	已婚	3子2女	
吴小芳	女	38	新疆	教师	大学	党员	良好	已婚	1子1女	
郑国强	男	45	西藏	工人	初中	党员	良好	已婚	2子1女	
黄小红	女	40	重庆	干部	高中	党员	良好	已婚	1子1女	
林为民	男	58	四川	商人	小学	无党派	良好	已婚	3子2女	
周大刚	男	50	湖北	工人	初中	党员	良好	已婚	2子1女	
孙丽娟	女	48	湖南	医生	高中	党员	良好	已婚	1子1女	
周志远	男	62	陕西	农民	小学	无党派	良好	已婚	3子2女	
吴小芳	女	40	云南	教师	大学	党员	良好	已婚	1子1女	
郑国强	男	48	贵州	工人	初中	党员	良好	已婚	2子1女	
黄小红	女	42	海南	干部	高中	党员	良好	已婚	1子1女	
林为民	男	60	宁夏	商人	小学	无党派	良好	已婚	3子2女	
周大刚	男	52	青海	工人	初中	党员	良好	已婚	2子1女	
孙丽娟	女	52	甘肃	医生	高中	党员	良好	已婚	1子1女	
周志远	男	65	内蒙古	农民	小学	无党派	良好	已婚	3子2女	
吴小芳	女	42	新疆	教师	大学	党员	良好	已婚	1子1女	
郑国强	男	50	西藏	工人	初中	党员	良好	已婚	2子1女	
黄小红	女	45	重庆	干部	高中	党员	良好	已婚	1子1女	
林为民	男	62	四川	商人	小学	无党派	良好	已婚	3子2女	
周大刚	男	55	湖北	工人	初中	党员	良好	已婚	2子1女	
孙丽娟	女	55	湖南	医生	高中	党员	良好	已婚	1子1女	
周志远	男	68	陕西	农民	小学	无党派	良好	已婚	3子2女	
吴小芳	女	45	云南	教师	大学	党员	良好	已婚	1子1女	
郑国强	男	55	贵州	工人	初中	党员	良好	已婚	2子1女	
黄小红	女	48	海南	干部	高中	党员	良好	已婚	1子1女	

There were some single women and a few married women, but the majority were young girls, and it was generally found that the girls at the last graduation were from the same families as the girls at the first graduation. Some of the girls who were present at the first graduation had been in the school for several years, and some of them had been in the school for several years. It was found that the girls who were present at the first graduation were from the same families as the girls at the last graduation. It was found that the girls who were present at the first graduation were from the same families as the girls at the last graduation. It was found that the girls who were present at the first graduation were from the same families as the girls at the last graduation.

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The number of sheets of the above described book is 12, which the Government has purchased for Rs. 4,745.

Education in this State continues to be free. No fees and fines are levied. Eighteen orphans get free lodging and boarding in the hostel attached to the Anglo-Vernacular Middle School, Saidu Sharif, at the expense of the Ruler of Swat. The orphans are also provided with clothes, books and other necessities. The Anglo-Vernacular Middle School at Saidu Sharif is making satisfactory progress. Out of 25 candidates sent up by the school in the anglo-vernacular middle school examination, 19 passed against 12 '13 at the close of the last quinquennium.

Scouting continues to flourish. The Jahanzeb troop with a membership of 23 scouts and 42 cubs has been doing very well.

Khyber Agency

7 The statistics regarding this agency are :—

Years	Number of schools			Number of scholars			Expenditure	Staff	Result of vernacular middle school examination
	Lower middle	Primary	Total	Lower middle	Primary	Total			
							Rs.		
1931-32	...	5	5	...	72	77	1,503	1	..
1932-33	...	4	5	80	94	174	2,671	1	..
1933-34	...	4	5	107	143	250	2,769	1	..
1934-35	...	5	6	132	224	356	7,479	1	..
1935-36	...	5	6	111	218	329	7,136	1	1
1936-37	1	5	6	86	217	303	5,390	1	..

The primary school at Jamrud was raised to the status of a lower middle school in 1932-33 while a new primary school opened by private enterprise in 1934-35 was recognised and given grant-in-aid. The total number of public schools thus rose to 6 against 5 of the last quinquennium. The increase in the number of pupils is more marked and it has risen from 77 to 303 while the number of teachers has increased from 5 to 9. The expenditure on education in the agency has increased from Rs. 1,503 to Rs. 5,390. The highest

figure of expenditure during the quinquennium was Rs. 7,479 while the average expenditure during the quinquennium amounts to Rs. 3,009, which gives an average increase of Rs. 3,580. This is mainly due to the raising of the Jamrud Primary School to the status of lower middle, and the consequent appointment of additional teachers. The Khatwa Primary School at Landi Kotai has been added, and the school buildings have also been improved.

The instructional condition of the schools in the agency is reported to be satisfactory. The demand of the Afridis for converting the school at Jamrud into a full vernacular middle and of the primary school at Landi Kotai and Lawara Mirza to lower middle still remains unsatisfied.

Kurram Agency—

8 The educational position in this agency is as follows:

Year	Government Schools				Private Schools				Total				Ratio of Schools to Population	
	No.	Boys	Girls	Total	No.	Boys	Girls	Total	No.	Boys	Girls	Total	Boys	Girls
1931-32	1	541	1	542	10	747	7	754	11	1,288	8	1,296	1:10	1:10
1932-33	1	500	1	501	17	790	10	800	18	1,290	9	1,300	1:10	1:10
1933-34	1	543	1	544	17	794	10	804	18	1,338	9	1,348	1:10	1:10
1934-35	1	570	1	571	17	800	10	810	18	1,370	9	1,380	1:10	1:10
1935-36	1	600	1	601	17	810	10	820	18	1,410	9	1,420	1:10	1:10
1936-37	1	607	1	608	17	820	10	830	18	1,427	9	1,437	1:10	1:10

The Minto Government High School, Parachinar, and the Lower Middle School at Abzai continued to flourish and are attended by 437 and 60 pupils against 341 and 44 respectively at the close of the last quinquennium. The demand of the people of lower Kurram for converting the lower middle school at Abzai into an angle-vernacular middle school has been partially met by introducing teaching of English in the 5th and 6th classes of the school during the year 1935-36.

The number of pupils in the district agency, including the school girls, whose total number was 2,049 and 26 in the year 1931-32 and the number of pupils attending the 20 schools is 685 against 727 at the end of quinquennium. The number of unenrolled primary schools in this agency has, however, fallen from 5 to 2, indicating a fall in the number of scholars from 32 to 40. To sum up, there are in the quinquennium under review 22 schools of all kinds with 1,422 pupils as against 25 schools with 1,144 pupils at the end of quinquennium. The number of boys attending English in the two anglo-vernacular schools at Parahmar and Anantnag rose from 136 to 174. Of the 1,352 pupils under instruction in the public schools in the agency at the close of a quinquennium 118 are Hindus, 91 Sikhs, 1,170 Muslims, and 3 untouchables. Of the 1,422 pupils attending both public and private institutions at the end of this quinquennium, 1,396 were residents of the Kashmir Valley as against 993 in the year 1931-32.

The total expenditure on education in the agency declined from Rs. 46,896 to Rs. 42,226. This decrease is due to the fact that no special grant has been sanctioned for the expansion of education during the quinquennium under review as was done during the last quinquennium. It has already been noted that the opening of the two new primary schools has been made possible by the observance of very strict economy.

Discipline in the schools in the agency remained satisfactory and instructional condition has been well above the average. Out of the 25 boys sent up in the anglo-vernacular middle standard examination from the State Government High School, Parahmar, 16 came out successful while in the Matriculation and School Leaving Certificate examination of the Punjab University the school passed 7 boys out of 10 sent up.

Very satisfactory progress has been made in the agency by the scout movement. An agency Boy Scouts Association with the Political Agent as its Chairman was formed and recognised by the provincial headquarters in June 1934. There was a rover crew with 17 members and a scout troop with 76 scouts and 8 cub packs with 157 cubs in the agency at the last boy scouts' census taken at the end of June 1936. Several very successful scout camps were held by the local association for the training of scouts and cubs during the quinquennium.

has also to be appointed. For this the sanction of the Government of India who will also provide funds is necessary. Both these things are wanted. The primary school at Hassukhel was converted into a boy or middle school in 1932-33, but the middle classes had to be abolished in the year 1933-34 owing to the paucity of funds. The people of the Parga are very keen on the raising of the status of the school but paucity of funds stands in our way. Three new primary schools were opened in the agency at Kam Rengin, Ali Khel, and Spidga. The number of pupils attending the public schools has risen from 511 to 641 which is an indication of the popularity of education in the agency. The number of private schools and the pupils attending them has also risen from 3 and 90 to 21 and 588 respectively. These figures about private schools are however not authentic. The number of teachers in public schools increased from 19 to 21 while that of qualified teachers rose from 7 to 16.

Expenditure has increased from Rs. 10,415 to Rs. 14,990. The Government have introduced the study of English as a subject of instruction in the middle classes at Miranshah School.

Buildings—

The Miranshah Middle School continues to be housed in the same old wretched building. The school rooms are ill-lighted, badly ventilated and open to the weather. The results most adversely on the efforts of teachers to impart sound education to their pupils. A new building for the school is an urgent need. The school houses at Hassukhel, Idrik, Jaggal, Miranshah, Khel, and Spidga are all in a bad way and need repair. The Kam Rengin School has been housed in a building of its own. The Khairkilla School which is a very flourishing institution is housed in a dark and dingy building. The school should also have a house of its own.

The instructional condition of all schools in the agency has been generally satisfactory. Religious education continues to be imparted and two theology teachers have been provided both at Ali Khel and Khairkilla schools where they did not exist before. A theology teacher in a school in this agency is extremely necessary. The school becomes popular with the masses who are attracted towards education on account of the theology teacher. It is mainly due to these teachers that the

apathy of the Wazirs towards modern education has become a thing of the past. Wazirs do realise that their children can only rise to positions of trust and responsibility in Government service and gain distinction in other walks of life when they have received modern education. Sporting at Miranshah School is receiving proper attention and the sports ground of that school has been doing well.

South Waziristan Agency

12. The statement below shows the progress education has made in the agency.

Years	Number of schools			Number of scholars			Total expenditure	Rs.
	Secondary	Primary	Madras	Secondary	Primary	Madras		
1931-32		6	4		211	211	5,475	B
1932-33	1	7	9	116	305	316	5,536	A
1933-34	2	7	9	105	375	481	5,340	A
1934-35	2	7	9	146	354	500	13,477	B
1935-36	2	7	9	184	305	390	14,431	A
1936-37	2	7	9	191	301	400	16,200	A

There were 8 primary schools in this agency at the close of the last quinquennium. In 1934-35 two of these schools were converted into lower middle and one new primary school was opened, raising the number of public institutions from 8 to 9. The number of pupils entering these schools has risen from 211 to 400. The increase of 189 pupils is quite satisfactory. The Mahajads have been persistently pressing their demand for opening new schools in their Ilaka but their request could not be accorded to for lack of funds. Out of the 400 boys on roll in the schools 330 are Mahajads and 70 are Wazirs. In addition to these 45 Mahajad boys are studying in the institutions named below and are paid scholarships out of the agency funds.

(i) Istama College, Peshawar

(iii) M. High School, Dera Ismail Khan	27
(iv) Dera High School, Dera Ismail Khan	1
(v) Government High School, Tank	3
(vi) Other institutions	1

The number of teachers increased from 5 to 15, while that of qualified teachers increased from 2 to 9. The expenditure rose from Rs. 4,970 at the close of the last quinquennium to Rs. 19,225 at the close of the quinquennium under review. The increase of Rs. 14,255 is chiefly due to extraordinary expenditure on school buildings and to scholarships awarded to school boys studying in school outside the agency.

TRIBAL AREAS

Gadun Territory (attached to the Mardan District)

11. There is only one school, viz. at Malika Khan in this tribal territory. The number of pupils on roll was 25 as against 22 in the year 1911-12. The cost of maintaining the school remains the same as at the close of the last quinquennium, viz. Rs. 300. The school meets in a rented building which is not at all suitable. No better house is however available and the difficulty can only be removed by erecting a Government building. The instructional condition of the school is below the level and steps have been taken to improve it.

Adam Khel Pass (Kohat District)

12. The primary school at the Adam Khel Pass was raised to the status of a secondary school in the first year of the quinquennium under review. The number of students began to improve, viz. from 10 to 20, and that of the teachers increased from 2 to 5, of whom only one is unqualified. The school is being run upon a part-time basis. The expenditure on the school rose from Rs. 100 to Rs. 257.5. The building is in excellent condition and no repairs are in at least an urgent necessity.

Biland Khel (Kohat District)

13. Owing to the unrest among the tribes in this area during the last year of the quinquennium under review the

A new building consisting of at least 2 well ventilated rooms with a wide verandah is in progress at present. This will be provided to serve as hostel for one pupil.

Trans-border students at the Islamia College and Collegiate School at Peshawar

18. In March 1936 the Collegiate School lost the following trans-border fee-paying students in return:

- 20 Afghans from Khyber Agency
- 3 Sherwans from the Khyber Agency
- 6 Chitralis from Malakand Agency
- 4 Chitralis from Swat State
- 1 from Malakand Agency
- 11 from Khat State

19. The thanks of the department are due and are hereby offered to all the Political Agents and their assistants in the agencies and to all the Deputy Commissioners and Political Subdivisions of the districts to which tribal areas are attached for their help and co-operation in spreading education in their respective areas during the period under review.

CHAPTER X

MISCELLANEOUS ACTIVITIES.

Conferences

The Hon'ble Member for the Transferred Department held a conference on February 27th 1923, in order to discuss the future of primary and middle school education and to make a report related to rural movements. This conference was attended by certain members of the legislative council and by a few members of the education department. The resolutions passed at this conference as also the action taken on them were given in paragraph 1 of Chapter X of the annual report on education for the year 1922-23. A more detailed reference to the same subject was made in Chapter V 'Primary Education, Rows' in the annual report for the year 1923-24. It was mentioned there that English as a subject of instruction in the 5th and 6th classes was introduced in 23 selected lower middle schools in the Province and the following subjects were added to the curriculum of the 5th and 6th classes in all lower middle schools:

- (a) description of growth of crops
- (b) money lenders, book keeping and calculation of interest.
- (c) newspaper reading and letter reading.
- (d) rudimentary knowledge of agriculture and gardening.

The demand for English education is seen on the increase. The demand is not easily intelligible in the face of the unemployment existing in the English knowing educated classes but since education has become a universal subject, all possible attempts have been made to meet the demand of the public in this direction. Schedules of new demands for converting vernacular schools into anglo vernacular schools and for introducing English in lower middle schools were submitted to Government but the lack of funds has proved an

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educational conferences were held covering changes to be made in the programme of the Education Code which had been in force since 1913. The Education Code might be very well be completed in the course of the coming year. It therefore became necessary to revise it, and to submit it to the many authorities and interested persons who had been approached from time to time since 1922. A new code was drafted in 1924-25 and the subject was placed before a special committee consisting of an official and four non-official members three of whom were members of the House of Legislative Council. The committee met on 28.12.25 and the draft was passed with minor amendments. The new code was printed and in 1926, 1927 and 1928 it was revised in that order. The new code is a considerable improvement over the old one.

Text Book Committee

3. This committee consists of 12 members, including the Director of Public Instruction who is ex-officio president, and the Registrar of Imprestment Education who is ex-officio secretary. The rules regarding the constitution and functions of the committee are contained in Section X of the North-West Frontier Province Education Code 1925. All books received are examined by the committee, each consisting of five or more members, one of whom is an expert. The reports of the committee are then placed before the general committee at a meeting of which all members are present. The committee is divided into 12 sub-committees used to be known as (1) English and Urdu for Primary and Arabic (2) General Knowledge (3) Science (4) Hindi and Punjabi (5) Persian and Philosophy and History (6) Mathematics (7) Drawing. In the course of meeting of the Text Book Committee held on 14th January 1926, it was decided to reduce the number of sub-committees to six viz. (1) English and Urdu for Primary, Arabic and Persian (2) Hindi, Sanskrit and Panch (3) General Knowledge and Drawing (4) Mathematics (5) Science (6) Agriculture, Physical, etc. During the symposiums under review, nine general meetings of the Text Book Committee have been held. In the following table information about the sub-

committees and the books considered by them is given

Year	No. of books considered		No. of books approved	
	1931-32	1932-33	1932-33	1933-34
1931-32	4	78	4	49
1932-33	1	127	1	70
1933-34	2	245	2	112
1934-35		171		117
1935-36		273		210

Most of these books have been written and published outside the Province. Local authors do not feel inclined to write books presumably because it is not yet to write books which will have a reasonable sale and the printing cost which will likewise be excessive for most of our writers. It will long time in the Province. It is a desideratum of the First Book Committee of the Province to initiate the local authors and patronage and encourage them to literary pursuit. In the Province, there are many only a few in the First Book Committee and authors who were included in it. If funds were available such award would have been possible in the Province also.

First aid and home hygiene

4. A round class of first aid and home hygiene were held at almost all Government hospitals in the Province. The results of these classes are shown in the following statement

Year	First aid		Home hygiene	
	Completed in process	No. of students	Completed in process	No. of students
1931-32		No. of students		
1931-32	121	41	274	104
1932-33	119	441	249	102
1933-34	121	47	137	108
1934-35	111	118	930	180
1935-36	111	104	472	129

Note: Results of the classes held in the Government Hospitals at Meiktila, Wundwin, and Peshawar have been shown in Chapter VIII and VI respectively.

A reference to this subject will not be complete if mention is not made of the very great interest that the late Colonel H. H. Thackeray, C. I. E., I. M. S., Inspector General of Civil Hospitals, North-West Frontier Province, showed in this activity. He presented a beautiful ambulance shield which was to be competed for by school teams from high schools, from all over the Province. The first competition was held in March 1936 in the Government High School, Peshawar, in which 27 teams participated. The team at the National High School, Peshawar, were adjudged to be the best and was awarded the trophy. A second competition was held in the same school in the summer of 1936. We were fortunate to have on this occasion the presence of a visit from Colonel Sleeman, C. I. E., I. M. S., Chief Commissioner, Sir John's Ambulance Brigade, etc., etc. Eleven school teams from various districts of the Province took part in the competition. These teams had been selected after preliminary competitions were held at the headquarters of each district. The team of the Government High School, Abbottabad, won the trophy while that of the National High School, Peshawar, secured second place. The object of this institution of this competition is the encouragement of the spirit of co-operation through ambulance work in order to produce a body of first aiders and ambulance workers who are ever ready to assist in case of need and, that in case of an emergency, they could be rushed to any part of the country in case of a catastrophe like the Quetta and Kohat earthquakes.

Junior red cross

A red cross group consisting of 10 persons was formed at Government High School, Abbottabad, in 1936. The party started regular work on 15th September and October 1936, and has since been in daily attendance for spraying kerosene and oil on pools of stagnant water, and administering sprays to persons suffering from malaria. There is a small library in the school which has a number of books. They hold meetings at which, speeches are made and papers read on subjects of health, hygiene, and personal hygiene.

Co-operative movement

No special lectures were held during the questionnaire but the theft and saving societies that exist in various

clubs and societies in the Province continued to function properly. The Provincial Scout Registrar, Southern Punjab, has been successful in getting existing in-schools in the Province to be recognised by the Scouts. There have been very few meetings of the Provincial Council. The Province have begun to make the Provincial Council more efficient and schools are also doing their share in making co-operative activities very successful.

Boy Scout movement

7. Statistics are given in the following statement

Year	Number of										
	Troops	Boys	Rovers	Units	Scouts	Leaders	Rovers	Units	Boys	Total	
1931-32	82	43		111	121	41	7	1	515	215	4,090
1932-33	71	35	9	123	123	47	11	275	108	21	4,019
1933-34	78	39	16	131	112	43	17	279	105	131	4,061
1934-35	82	51	13	152	112	49	18	277	108	212	4,479
1935-36	91	72	16	185	117	49	17	276	125	21	4,571
1936-37	101	98	16	215	123	51	17	277	131	212	4,704

Note: The above figures are for the Province of Punjab and do not include the Scouts and Rovers of the independent States of Jammu and Kashmir.

The number of troops grew from 82 in 1931-32 to 215 in 1936-37. The number of boys increased from 43 in 1931-32 to 98 in 1936-37. There was an increase in the number of troops and of rovers, but not in the number of units. The association in 1936-37 was a good one in every way, and in quantity otherwise the increase in membership would have been more pronounced.

During the period under review several provincial camps for the training of scout and rover leaders and of troop and patrol leaders were held at Faisalabad (Abbottabad) and at Nahaqqi (Peshawar). A provincial camp for rovers was held

at Takht Bai (Mardan) in April 1934. Three camps for Wood-Badge course were also held at Nannag and Lakkya in 1932-34.

In February 1934, Mr. J. S. Wilson, Camp Chief, Scout Training Centre, Colwell Park, London, paid a visit to this Province. He inspected various troops in Peshawar and Hazara Districts. A scout rally was held at Peshawar in his honour. The scout movement in this Province gained fresh impetus, from this visit and the very valuable advice which the camp chief gave. The Reverend E. Clouston, Deputy Camp Chief for the North West Frontier Province, reported at this Province at a conference of provincial chiefs at the Assembly House, New Delhi, on the 22nd February 1934, under the chairmanship of Mr. J. S. Wilson to which scouts from all over India were invited. In 1933-34 two new local associations, one for the Kurram Agency and the other for the Mardan sub-division, were recognised and affiliated to the Provincial Association.

Two scouts and one rover from this Province attended the World International Jamboree at Frankston (Australia) held in 1934-35. They accompanied the Indian contingent under the command of Mr. H. W. Hogg, C.I.B., C.B.E., D.C.C., Provincial Secretary of the Punjab Boy Scouts Association. The work and behaviour of our representative was very much appreciated. Dr. F. de Mollet, International Commissioner, of Boy Scouts for Hungary, with his two rover scout companions visited India during February and March 1935. They paid a visit to Peshawar and lodged at the rover crews in Peshawar City, Islamia College, Peshawar and the Prinsenwel Rover Den. He showed a colour film about the world Jamboree held at Frankston (Australia) in 1934 at the Rose Cinema in Peshawar City. The show was seen by about a thousand scouts, Cubs and rovers and by about 100 girl guides, belonging to various local schools.

The need of a scout organiser in order to inspect and try to bring on a uniform level scout troops existing in different parts of the Province had been felt for some time past. The Government sanctioned a sum of Rs. 2,000 per annum for the appointment of a scout organiser with effect from the 15th January 1935. L. Ram Chand, M.B.A., Wood Bakes, a teacher of the Government High School, Hazara, was appointed to this post on a fixed salary of Rs. 100 per annum.

Mr. Impney, Inspector of Administration, Government of Sindh, London, with two other British officers, accompanied the British Mission to the Mithankot and the other districts of the province. It was well arranged and well conducted.

Lord Curzon himself, at the suggestion of the Imperial Government, was invited to visit the province, and to see the Mithankot and the other districts. He proposed to visit the province in the autumn of 1905, and to see the Mithankot and the other districts. He was invited to visit the province in the autumn of 1905, and to see the Mithankot and the other districts. He was invited to visit the province in the autumn of 1905, and to see the Mithankot and the other districts.

The results of the visit were most satisfactory. The Imperial Government was most pleased with the results of the visit. The Imperial Government was most pleased with the results of the visit. The Imperial Government was most pleased with the results of the visit. The Imperial Government was most pleased with the results of the visit. The Imperial Government was most pleased with the results of the visit.

A very interesting and important visit was made by the British Mission to the Mithankot and the other districts. The British Mission was accompanied by Lord Curzon, Mr. Impney, and other British officers. The British Mission was accompanied by Lord Curzon, Mr. Impney, and other British officers. The British Mission was accompanied by Lord Curzon, Mr. Impney, and other British officers.

Girl Guiding

8. In the early years of the Girl Guiding movement was first started in the Province. The first Girl Guides of four English ladies, who were the first to start the activity. Since then the movement has been growing continuously, and at the present time there are over two Indian Coter Ranger companies, and a number of blue bird flock, and a number of other Girl Guides with 36, 68, and 89 members respectively. There are also one Coter Ranger Company, a blue bird flock, and a number of other Girl Guides. At the general meeting of the Lord Association of Girl Guides, held at Delhi, India, in the year 1905, and a blue bird flock with a number of other Girl Guides, and a number of other Girl Guides. At the general meeting of the Lord Association of Girl Guides, held at Delhi, India, in the year 1905, and a blue bird flock with a number of other Girl Guides, and a number of other Girl Guides.

Other miscellaneous activities—

9. The Post-Matric Central Class (Secretarial Class) with an enrolment of 14 attached to the Government High School, Peshawar, has continued to exist, and is proving a good training ground for clerkship in this Province especially for the diploma holders of this class. The results for the last four years have been—

Year	Candidates admitted	Candidates appeared in the final examination	Candidates passed
1933-34	14	11	6
1934-35	14	11	5
1935-36	14	10	6
1936-37	14	14	7

10. Retriever courses in drawing were held during the last two years at the Government Training School for Men, Peshawar, for the districts of Kohat, Hazara, Peshawar and Multan, and at Government High School, Dera Ismail Khan for the districts of Bannu and Dera Ismail Khan. The number of teachers attending the Dera Ismail Khan centre was 63 while 105 teachers attended the Government Training School for Men, Peshawar.

11. An educational exhibition under the patronage of Mrs. Orgill (wife of the Director of Public Instruction) was held at the Government High School, Peshawar, from 22nd to 24th January, 1937. The exhibition was arranged by Mr. Nur Elahi Khan, B.A., P.E.S., the Headmaster of the school with the help of his assistants. Exhibits on show included drawings and paintings made by school boys. A very satisfactory practical demonstration of working (hand) looms, carpentry and furniture including pot making on a pottery wheel and a saw sawing machine was given. The artistic performances of Peshawar students at the exhibition and the function was a pleasant surprise.

F. C. ORGILL

Director of Public Instruction

North-West Frontier Province

Peshawar

1st October 1937

NORTH WEST FRONTIER PROVINCE

GENERAL EDUCATIONAL TABLES 1930-31

TABLE I

	1929-30
Number of schools in the Province	1,006
Number of pupils in the Province	14,000
Number of teachers in the Province	1,000
III-A—Contributions of the Government to the Education of the Province	Rs. 1,00,000
III-B—Contributions of the Private Sector to the Education of the Province	Rs. 50,000
III-A+B—Total Contributions to the Education of the Province	Rs. 1,50,000
IV-A—Revenue of the Province for the Education of the Province	Rs. 1,00,000
IV-B—Revenue of the Province for the Education of the Province	Rs. 50,000
IV-A+B—Total Revenue of the Province for the Education of the Province	Rs. 1,50,000
V-A—Revenue of the Province for the Education of the Province	Rs. 1,00,000
V-B—Revenue of the Province for the Education of the Province	Rs. 50,000
V-A+B—Total Revenue of the Province for the Education of the Province	Rs. 1,50,000
VI-A—Revenue of the Province for the Education of the Province	Rs. 1,00,000
VI-B—Revenue of the Province for the Education of the Province	Rs. 50,000
VI-A+B—Total Revenue of the Province for the Education of the Province	Rs. 1,50,000
VII—Total Revenue of the Province for the Education of the Province	Rs. 1,50,000
VIII—Total Revenue of the Province for the Education of the Province	Rs. 1,50,000
IX—Total Revenue of the Province for the Education of the Province	Rs. 1,50,000
X—Total Revenue of the Province for the Education of the Province	Rs. 1,50,000

General summary of educational institutions and scholars

[illegible]

Middle schools	207	210	-3	27,408	27,180	-228	7.43	5.38
Primary schools	608	605	+3	34,938	34,373	+465	1.40	21.48
Special schools	1	1	..	132	132	..	16	24.62
Total	816	816	+0	72,477	61,685	+11,792	25.59	

For females

Arts colleges								
Professional college								
High schools	1	1	..	370	370	..	2.00	3.50
Middle schools	20	20	..	6,175	6,175	..	1.00	1.00
Primary schools	17	17	..	8,150	8,150	..	1.00	1.00
Special schools	1	1	..	1	1	..	1.00	1.00
Total	39	39	..	14,706	14,706	..	1.00	1.00

For females and males

For males	1	1	..	2,441	2,441	..	1.00	1.00
For females	1	1	..	1	1	..	1.00	1.00
Total	2	2	..	2,442	2,442	..	1.00	1.00

Source: U.S. Department of Education, Bureau of Education for the Handicapped, Office of Statistics, Washington, D.C.

General summary of

	Expenditure			Percentage of	
	1963-64	1964-65	1965-66	1963-64	1964-65
Total expenditure	1,00,000	1,00,000	1,00,000	100	100
Health	10,000	10,000	10,000	10	10
Education	80,000	80,000	80,000	80	80
Other	10,000	10,000	10,000	10	10
Expenditure for health					
Artificial	10,000	10,000	10,000	100	100
Preventive	10,000	10,000	10,000	100	100
High school	10,000	10,000	10,000	100	100
Medical school	10,000	10,000	10,000	100	100
General school	10,000	10,000	10,000	100	100
Total	10,000	10,000	10,000	100	100
Expenditure for education					
Artificial	10,000	10,000	10,000	100	100
Preventive	10,000	10,000	10,000	100	100
High school	10,000	10,000	10,000	100	100
Medical school	10,000	10,000	10,000	100	100
General school	10,000	10,000	10,000	100	100
Total	10,000	10,000	10,000	100	100
Expenditure for other					
Artificial	10,000	10,000	10,000	100	100
Preventive	10,000	10,000	10,000	100	100
High school	10,000	10,000	10,000	100	100
Medical school	10,000	10,000	10,000	100	100
General school	10,000	10,000	10,000	100	100
Total	10,000	10,000	10,000	100	100

* Include both district
† Includes expenditure

expenditure on education

expenditure 1911		Cost per scholar 1911						Total 1911	
1911	1912	1913	1914	1915	1916	1917	1918	1919	1920
23'8	15'3	24'4	16	25'2	18	26'1	19	27'1	20
...
30'7	12'1	24'4	17	25'2	19	26'1	20	27'1	21
40	17	24'4	18	25'2	20	26'1	21	27'1	22
13	34	24'4	19	25'2	21	26'1	22	27'1	23
...	...	25'1	20	...	...	...	...	...	...
15'3	80	25'1	21	26'1	22	27'1	23	28'1	24
163	36	40	22	42'4	23	43'1	24	44'1	25
24	22'5	42'4	24	43'1	25	44'1	26	45'1	27
2	18'7	43'1	25	44'1	26	45'1	27	46'1	28
...	...	44'1	26	...	...	...	...	...	...
41	27'5	45'1	27	46'1	28	47'1	29	48'1	30
120	10'1	47'1	28	48'1	29	49'1	30	50'1	31

board and municipal funds
on buildings.

I - Classification of Educational Institutions

Educational Institution	Government					Private				
	Govt	Govt	Govt	Govt	Govt	Private	Private	Private	Private	Total
	1	2	3	4	5	6	7	8	9	10
Elementary										
Board of Intermediate and Secondary Education										
Government										
Private										
Technical										
Engineering										
Architecture										
Commerce										
Medical										
Law										
Other										
Totals										
High school	15		23		38	1		3		3
Middle (English)			5		11	1	4	6		11
Technical	17		11		19	2	3	17		18
Primary schools	57		25		10	60	17	147	2	186
Totals	17	21	29	54	2	63	14	68	2	159
Special section :-										
Art										
Law										
Medical										
Normal and training										
Engineering										
Technical and industrial										
Commercial										
Agricultural										
Reformatory										
School for defectives										
Schools for adult										
Other school										
Totals										
Totals for recognized institutions	17	21	29	54	2	63	14	68	2	159
Unrecognized institutions										16
Grand totals all institutions	17	21	29	54	2	63	14	68	2	175

* Includes all Government colleges

† Includes all private schools

(a) Maintained by Khyber Cantonment Committee and aided by Government

(b) Includes one primary school maintained by N. W. Frontier Cantonment

II-A—Distribution of scholars attending educational institutions for males

		1947-48			1948-49		
		Total	English	Vernacular	Total	English	Vernacular
UNIVERSITIES							
Arts and Science (a) and (c)							
Law							
Medicine							
Education							
Engineering							
Agriculture							
Commerce							
Technology							
Forestry							
Veterinary science							
Total							
SCHOOL AND SPECIAL EDUCATION							
In high schools							
In middle schools (English)							
In primary schools (Vernacular)							
Total							
In art schools							
In law schools							
In medical schools							
In normal and training schools							
In engineering schools*							
In technical and industrial schools							
In commercial schools							
In agricultural schools							
In reformatory schools							
In schools for defectives							
In schools for adults							
In other schools							
Total							
Totals for recognised institutions							
In unrecognised institutions							
Grand totals all institutions for males							

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes *nil* scholars also reading *Law*.

(c) Includes *nil* scholars in *Oriental colleges*.

* Includes *Survey Schools*

TABLE 1. - *Continued*

Institution	1947-48		1948-49		1949-50	
	Enrollment	Faculty	Enrollment	Faculty	Enrollment	Faculty
ARTS, SCIENCES, AND						
Law						
Medicine						
Education						
Engineering						
Agriculture						
Commerce						
Liberal arts						
Interdisciplinary						
Veterinary medicine						
Totals						
GRADUATE AND POSTGRADUATE						
Doctoral						
Master's						
Professional schools						
Totals						
TECHNICAL						
Law schools						
Medical schools						
Institutional and technical schools						
In engineering and architecture						
In technical and scientific fields						
In agriculture and forestry						
In arts and sciences						
In commerce and business						
In education						
In health and physical education						
In social sciences						
In other fields						
Totals						
Other categories						
In other categories						
Grand totals, all institutions						

1. Includes medical nursing
2. Includes all scholars
3. Includes all scholars
4. Includes all survey

1. 姓名		2. 性别		3. 年龄		4. 籍贯		5. 职业		6. 文化程度		7. 婚姻状况		8. 健康状况		9. 其他	
1	张	男	25	江苏	南京	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
2	李	女	30	浙江	杭州	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
3	王	男	45	山东	青岛	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
4	陈	女	28	广东	广州	护士	中专	已婚	良好	无	无	无	无	无	无	无	无
5	刘	男	35	湖北	武汉	工程师	大学	已婚	良好	无	无	无	无	无	无	无	无
6	赵	女	22	四川	成都	学生	高中	未婚	良好	无	无	无	无	无	无	无	无
7	周	男	50	河南	郑州	农民	小学	已婚	一般	有	有	有	有	有	有	有	有
8	吴	女	38	安徽	合肥	会计	中专	已婚	良好	无	无	无	无	无	无	无	无
9	孙	男	42	湖南	长沙	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
10	郑	女	27	福建	福州	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
11	冯	男	32	广西	南宁	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
12	朱	女	29	江西	南昌	护士	中专	已婚	良好	无	无	无	无	无	无	无	无
13	林	男	48	山西	太原	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
14	黄	女	33	陕西	西安	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
15	周	男	37	河北	石家庄	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
16	吴	女	26	辽宁	沈阳	学生	高中	未婚	良好	无	无	无	无	无	无	无	无
17	孙	男	55	吉林	长春	农民	小学	已婚	一般	有	有	有	有	有	有	有	有
18	郑	女	40	黑龙江	哈尔滨	会计	中专	已婚	良好	无	无	无	无	无	无	无	无
19	冯	男	44	内蒙古	呼和浩特	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
20	朱	女	31	宁夏	银川	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
21	林	男	36	甘肃	兰州	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
22	黄	女	24	青海	西宁	学生	高中	未婚	良好	无	无	无	无	无	无	无	无
23	周	男	52	新疆	乌鲁木齐	农民	小学	已婚	一般	有	有	有	有	有	有	有	有
24	吴	女	41	西藏	拉萨	会计	中专	已婚	良好	无	无	无	无	无	无	无	无
25	孙	男	46	云南	昆明	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
26	郑	女	34	贵州	贵阳	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
27	冯	男	39	海南	海口	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
28	朱	女	23	重庆	重庆	学生	高中	未婚	良好	无	无	无	无	无	无	无	无
29	林	男	58	四川	成都	农民	小学	已婚	一般	有	有	有	有	有	有	有	有
30	黄	女	43	湖南	长沙	会计	中专	已婚	良好	无	无	无	无	无	无	无	无
31	周	男	47	湖北	武汉	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
32	吴	女	35	广东	广州	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
33	孙	男	30	广西	南宁	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
34	朱	女	28	江西	南昌	护士	中专	已婚	良好	无	无	无	无	无	无	无	无
35	林	男	49	山西	太原	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
36	黄	女	32	陕西	西安	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
37	周	男	38	河北	石家庄	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
38	吴	女	27	辽宁	沈阳	学生	高中	未婚	良好	无	无	无	无	无	无	无	无
39	孙	男	56	吉林	长春	农民	小学	已婚	一般	有	有	有	有	有	有	有	有
40	郑	女	42	黑龙江	哈尔滨	会计	中专	已婚	良好	无	无	无	无	无	无	无	无
41	冯	男	45	内蒙古	呼和浩特	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
42	朱	女	31	宁夏	银川	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
43	林	男	36	甘肃	兰州	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
44	黄	女	24	青海	西宁	学生	高中	未婚	良好	无	无	无	无	无	无	无	无
45	周	男	52	新疆	乌鲁木齐	农民	小学	已婚	一般	有	有	有	有	有	有	有	有
46	吴	女	41	西藏	拉萨	会计	中专	已婚	良好	无	无	无	无	无	无	无	无
47	孙	男	46	云南	昆明	干部	大学	已婚	良好	无	无	无	无	无	无	无	无
48	郑	女	34	贵州	贵阳	教师	大学	已婚	良好	无	无	无	无	无	无	无	无
49	冯	男	39	海南	海口	工人	高中	已婚	良好	无	无	无	无	无	无	无	无
50	朱	女	23	重庆	重庆	学生	高中	未婚	良好	无	无	无	无	无	无	无	无

[illegible]

$$f(x) = \frac{1}{2} \left(\frac{1}{x} + \frac{1}{x^2} \right) = \frac{1}{2} \left(x^{-1} + x^{-2} \right)$$

$$f'(x) = \frac{1}{2} \left(-x^{-2} - 2x^{-3} \right) = -\frac{1}{2} \left(\frac{1}{x^2} + \frac{2}{x^3} \right)$$

$$f''(x) = \frac{1}{2} \left(\frac{2}{x^3} + \frac{6}{x^4} \right) = \frac{1}{x^3} + \frac{3}{x^4}$$

$$f'''(x) = -\frac{3}{x^4} - \frac{12}{x^5} = -\frac{3}{x^4} \left(1 + \frac{4}{x} \right)$$

$$f^{(4)}(x) = \frac{12}{x^5} + \frac{48}{x^6} = \frac{12}{x^5} \left(1 + \frac{4}{x} \right)$$

$$f^{(5)}(x) = -\frac{60}{x^6} - \frac{240}{x^7} = -\frac{60}{x^6} \left(1 + \frac{4}{x} \right)$$

$$f^{(6)}(x) = \frac{360}{x^7} + \frac{960}{x^8} = \frac{360}{x^7} \left(1 + \frac{4}{x} \right)$$

$$f^{(7)}(x) = -\frac{2520}{x^8} - \frac{3840}{x^9} = -\frac{2520}{x^8} \left(1 + \frac{4}{x} \right)$$

$$f^{(8)}(x) = \frac{20160}{x^9} + \frac{15360}{x^{10}} = \frac{20160}{x^9} \left(1 + \frac{4}{x} \right)$$

$$f^{(9)}(x) = -\frac{181440}{x^{10}} - \frac{61440}{x^{11}} = -\frac{181440}{x^{10}} \left(1 + \frac{4}{x} \right)$$

$$f^{(10)}(x) = \frac{1612800}{x^{11}} + \frac{248960}{x^{12}} = \frac{1612800}{x^{11}} \left(1 + \frac{4}{x} \right)$$

$$f^{(11)}(x) = -\frac{14572800}{x^{12}} - \frac{985600}{x^{13}} = -\frac{14572800}{x^{12}} \left(1 + \frac{4}{x} \right)$$

$$f^{(12)}(x) = \frac{125184000}{x^{13}} + \frac{3942400}{x^{14}} = \frac{125184000}{x^{13}} \left(1 + \frac{4}{x} \right)$$

$$f^{(13)}(x) = -\frac{1086432000}{x^{14}} - \frac{15776000}{x^{15}} = -\frac{1086432000}{x^{14}} \left(1 + \frac{4}{x} \right)$$

$$f^{(14)}(x) = \frac{9777856000}{x^{15}} + \frac{631040000}{x^{16}} = \frac{9777856000}{x^{15}} \left(1 + \frac{4}{x} \right)$$

$$f^{(15)}(x) = -\frac{88000704000}{x^{16}} - \frac{2524160000}{x^{17}} = -\frac{88000704000}{x^{16}} \left(1 + \frac{4}{x} \right)$$

$$f^{(16)}(x) = \frac{800006400000}{x^{17}} + \frac{100960000000}{x^{18}} = \frac{800006400000}{x^{17}} \left(1 + \frac{4}{x} \right)$$

$$f^{(17)}(x) = -\frac{7200057600000}{x^{18}} - \frac{4038400000000}{x^{19}} = -\frac{7200057600000}{x^{18}} \left(1 + \frac{4}{x} \right)$$

$$f^{(18)}(x) = \frac{64800518400000}{x^{19}} + \frac{161536000000000}{x^{20}} = \frac{64800518400000}{x^{19}} \left(1 + \frac{4}{x} \right)$$

$$f^{(19)}(x) = -\frac{583204729600000}{x^{20}} - \frac{646144000000000}{x^{21}} = -\frac{583204729600000}{x^{20}} \left(1 + \frac{4}{x} \right)$$

$$f^{(20)}(x) = \frac{5248842643200000}{x^{21}} + \frac{2584576000000000}{x^{22}} = \frac{5248842643200000}{x^{21}} \left(1 + \frac{4}{x} \right)$$

$$f^{(21)}(x) = -\frac{47239583788800000}{x^{22}} - \frac{10338304000000000}{x^{23}} = -\frac{47239583788800000}{x^{22}} \left(1 + \frac{4}{x} \right)$$

$$f^{(22)}(x) = \frac{425156254105600000}{x^{23}} + \frac{413532160000000000}{x^{24}} = \frac{425156254105600000}{x^{23}} \left(1 + \frac{4}{x} \right)$$

$$f^{(23)}(x) = -\frac{3826406286950400000}{x^{24}} - \frac{1654128640000000000}{x^{25}} = -\frac{3826406286950400000}{x^{24}} \left(1 + \frac{4}{x} \right)$$

$$f^{(24)}(x) = \frac{34437656582553600000}{x^{25}} + \frac{6616513600000000000}{x^{26}} = \frac{34437656582553600000}{x^{25}} \left(1 + \frac{4}{x} \right)$$

$$f^{(25)}(x) = -\frac{310038909243008000000}{x^{26}} - \frac{26466054400000000000}{x^{27}} = -\frac{310038909243008000000}{x^{26}} \left(1 + \frac{4}{x} \right)$$

$$f^{(26)}(x) = \frac{2780350183187200000000}{x^{27}} + \frac{1058642176000000000000}{x^{28}} = \frac{2780350183187200000000}{x^{27}} \left(1 + \frac{4}{x} \right)$$

$$f^{(27)}(x) = -\frac{25023151648684800000000}{x^{28}} - \frac{4234568704000000000000}{x^{29}} = -\frac{25023151648684800000000}{x^{28}} \left(1 + \frac{4}{x} \right)$$

$$f^{(28)}(x) = \frac{225208364838144000000000}{x^{29}} + \frac{16938274880000000000000}{x^{30}} = \frac{225208364838144000000000}{x^{29}} \left(1 + \frac{4}{x} \right)$$

$$f^{(29)}(x) = -\frac{2026875283543296000000000}{x^{30}} - \frac{67753099520000000000000}{x^{31}} = -\frac{2026875283543296000000000}{x^{30}} \left(1 + \frac{4}{x} \right)$$

$$f^{(30)}(x) = \frac{18241877551889280000000000}{x^{31}} + \frac{271012398080000000000000}{x^{32}} = \frac{18241877551889280000000000}{x^{31}} \left(1 + \frac{4}{x} \right)$$

$$f^{(31)}(x) = -\frac{164176900966982400000000000}{x^{32}} - \frac{1084049592320000000000000}{x^{33}} = -\frac{164176900966982400000000000}{x^{32}} \left(1 + \frac{4}{x} \right)$$

$$f^{(32)}(x) = \frac{1477592108702720000000000000}{x^{33}} + \frac{4336198369280000000000000}{x^{34}} = \frac{1477592108702720000000000000}{x^{33}} \left(1 + \frac{4}{x} \right)$$

$$f^{(33)}(x) = -\frac{13308328978324480000000000000}{x^{34}} - \frac{17344793477120000000000000}{x^{35}} = -\frac{13308328978324480000000000000}{x^{34}} \left(1 + \frac{4}{x} \right)$$

$$f^{(34)}(x) = \frac{119774960704870400000000000000}{x^{35}} + \frac{69379173912320000000000000}{x^{36}} = \frac{119774960704870400000000000000}{x^{35}} \left(1 + \frac{4}{x} \right)$$

$$f^{(35)}(x) = -\frac{1078074646363840000000000000000}{x^{36}} - \frac{277516695649280000000000000}{x^{37}} = -\frac{1078074646363840000000000000000}{x^{36}} \left(1 + \frac{4}{x} \right)$$

$$f^{(36)}(x) = \frac{9702671817274400000000000000000}{x^{37}} + \frac{11100667825971200000000000000}{x^{38}} = \frac{9702671817274400000000000000000}{x^{37}} \left(1 + \frac{4}{x} \right)$$

$$f^{(37)}(x) = -\frac{87324046355468800000000000000000}{x^{38}} - \frac{444026713039296000000000000000}{x^{39}} = -\frac{87324046355468800$$

$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

Handwritten notes on lined paper, including the word "Pentameris" and various illegible scribbles and markings.

THE JOURNAL OF THE

AMERICAN MEDICAL ASSOCIATION

PUBLISHED WEEKLY

Subscription prices: Single copies, 15 cents; Six months, \$8.00; One year, \$15.00. In advance. Payment in advance. No subscription accepted for less than six months. Foreign postage extra. Second-class postage paid at Chicago, Ill., and at additional mailing offices. Postmaster: Send address changes in advance.

Published by the AMERICAN MEDICAL ASSOCIATION, 535 North Dearborn Street, Chicago, Ill. 60610. Second-class postage paid at Chicago, Ill., and at additional mailing offices. Postmaster: Send address changes in advance.

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[illegible]

III B--Expenditure on Education and Culture (in lakhs of rupees)

Year	1946-47
1. Higher education	144
2. Secondary and higher secondary	1,082
3. Primary and pre-primary	1,542
Total	3,768

IV--Expenditure on Education

Category	1946-47
UNIVERSITIES AND INTERMEDIATE EDUCATION	
Arts colleges	
Professional colleges	
Medicine	
Education	
Intermediate colleges	
Total	
SECONDARY EDUCATION	
General	
High schools	
Middle schools	
English	
Vocational	
Primary schools	
Total	
Other schools	
Medical schools	
Normal and training schools	
Technical and industrial schools	
Commercial schools	
Agricultural schools	
Schools for adults	
Other schools	
Total	
Grand totals for females	
Grand totals for males	

III-B—Expenditure on education

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	11	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION						
Arts college						...
Professional colleges—						
Medicine	...		...	...	...	...
Education	...		...	...	...	...
Intermediate colleges			...	...	...	...
Total		...		...	...	...
SCHOOL EDUCATION						
General						
High schools	16,021		2,498	5,081	6,811	30,411
Middle schools—						
English	17,116		4,476	3,088	11,813	35,493
Vernacular	18,047	2,706	7,874	...	17,114	45,741
Primary schools	139	1,113	15,311	122	21,450	43,405
Total	46,623	8,679	30,189	8,391	57,188	1,51,030
Special						
Medical schools	...					...
Normal and training schools				...	...	...
Technical and industrial schools			...	...	...	...
Commercial schools					...	...
Agricultural schools	...		...	...	...	...
Schools for adults		...	...	...	...	...
Other schools	...		...		...	...
Total's					...	...
Grand total for female	46,623	8,679	30,189	8,391	57,188	1,51,030
Grand total for males	3,88,170	7,118	47,808	2,46,401	1,63,649	8,53,735
Grand total for all	4,34,804	16,797	77,997	2,54,792	2,20,837	10,04,263

V.A—Race or creed of male scholars

	Europeans and Anglo-Indians	Indian Christians	Hindus		Muhammadans	Buddhists
	1	2	3	4	5	6
Total population	5,441	2,069	84,359		1,16,120	2
National Education						
Primary						
1st year	11	121	4,456	16*	27,528	
2nd year	11	4	1,115	14	6,125	
3rd year	4	22	1,123	13	6,845	
4th year	2	12	1,312	15	5,740	
Middle						
1st year	5	2	1,115	2	1,201	
2nd year	11	24	1,115	2	2,761	
3rd year	2	1	1,115		1,326	
4th year	2	1	1,115		1,541	..
High						
1st year	1X		44		674	...
2nd year	Y		1		671	...
Total	12	154	1,740	37	24,850	
University and Intermediate Education						
Intermediate classes						
1st year		4	1		196	
2nd year			1		163	
Degree classes						
1st year			12		95	
2nd year			13		96	
3rd year			2		15	
4th year					11	
Post-graduate classes -						
1st year						
2nd year						
Research students						
Total		15	44		376	...
Number of scholars in recognised institutions	12	262	14,023	113	60,435	
Number of scholars in unrecognised institutions			2,94		3,012	
Grand totals	34	67	14,562	153	63,447	..

*Nil

†Jews.

‡The two broad lines across the table indicate the stages

receiving general education

Parish	Sikhs	Others	Total	Agriculturists	Number of pupils from rural areas	Total number of married pupils	Number of married pupils of and above the age of 15 years
7	8	9	10	11	12	13	14
30	26,284	† 11	1,315,818	...			
..	1,239	...	33,468	23,643	58,176	326	42
...	475	..	11,155	7,437			
1	438	..	8,056	5,027			
..	356	..	7,717	4,961			
..	264	..	4,664	2,494			
1	214	..	3,911	2,071			
1	195	..	2,700	1,244			
..	138	..	2,320	1,117			
..	99	..	1,118	468			
...	95	..	1,178	427			
3	3,517	..	77,667	48,949			
..	16	...	304	171	508	36	36
..	20	..	276	151			
..	3	...	130	89			
..	3	...	136	91			
..	..	..	17	14	
..	...	..	12	10	
...			
...			
...			
...	42	...	875	526			
3	3,559	..	78,542	49,475	58,754	62	178
...	116	..	3,547	1,228	2,560
3	3,675	...	82,139	50,703	61,314	362	178

where the High and Middle Departments begin.

IV-B—Race or creed of female

	European, and Anglo-Indians	Indian Christians	Hindus		Mohammedans
			Higher caste	Backward class	
1	2	3	4	5	6
Total population	1,700	1,637	31,619	12	1,071,197
School Education					
Primary	Classes				
	I	17	1,076	10	4,142
	II	5	1,021		812
	III	1	1,106	2	614
	IV	1	112		471
• Middle	V	2	214		171
	VI	3	215		58
	VII	6	214		91
	VIII		170		100
† High	IX	1	10		23
	X	1	9		15
Totals	45	94	7,366	12	6,517
University and Intermediate Education					
Intermediate classes					
1st year					
2nd year					
Degree classes					
1st year					
2nd year					
3rd year					
4th year					
Post-graduate class					
1st year					
2nd year					
Research student					
Totals					
Number of scholars in unrecognized institutions	41	14	7,104	12	6,517
Number of scholars in unrecognized institutions		5	190		102
Grand total	45	99	7,556	12	6,619

* Nil.

† A student in the classes where the High and

scholars receiving general education

Buddhists	Paras	Sikhs	Others	Total	Agriculturists	Number of pupils from rural areas	Total number of married pupils	Number of married pupils of and above the age of 14 years
6	7	8	9	10	11	12	13	14
1	30	6,226		1,109,154		...	...	...
2		1,074	...	8,976	1,043	24		
		278	...	2,131	186	12		
		225	...	1,791	334	10		
		211		1,412	243	11		
...		60	...	617	60	8		
...		75	...	415	12	2		
...		51	...	375	14	2		
...		61		315	34	8	125	114
...		4	...	38	10	1		
...		4	...	29	...	...
...	2	1,077		16,113	3,188	78		
...
...
...
...
...
...
...
...
...
...
...
...	2	1,077	...	16,113	3,188	78	125	114
...		158		455	257	360	...	...
...	2	1,125		16,868	3,445	438	125	114

[illegible]

V-B—Race or creed of female scholars receiving vocational and special education

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Europeans and Anglo-Indians	Indian Christians	Hindu Higher caste	Hindu Backward classes	Muhammadans	Buddhist	Parsee	Sikhs	Others	Total	Agriculturists Number of pupils from rural areas	Total number of married pupils	Number of married pupils and above the age of 14 years	
School Education ...														
Medical schools	
Normal and training schools	21	...	27	...	...	2	..	50	17	27	27	
Technical and industrial schools	
Commercial schools	
Agricultural schools	
School for adults	
Other schools	
Totals	21	...	27	...	..	2	..	50	17	27	27	
University and Intermediate Education.														
Medicine	
Education	
Technology	
Final Total	
	21	..	27	..	...	2	...	50	17	27	27	

VI-A—Men teacher

CLASS OF INSTITUTIONS	Trained teachers with the following educational qualifications					Untrained teachers				Total trained teachers	Total untrained teachers	Grand total of teachers
	A degree	Passed Matriculation or school final	Passed M. A. or school M. A. or school	Passed primary school	Lower qualifications	Possessing a degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary schools</i>												
Government												
Local board and municipal		19	554	160	6		1	72	110	743	183	926
Aided		5	24	4				2	41	33	43	76
Unaided		1	2	1					4	4	4	8
Totals		25	584	165	6		1	74	155	780	230	1,010
<i>Middle Schools</i>												
Government												
Local board and municipal	10	64	154	17	14		10	3	8	208	149	357
Aided		8	23	17	2	1	4	7	5	50	16	66
Unaided									2	2	2	4
Total	15	87	231	26	37	1	14	12	15	260	167	427
<i>High Schools</i>												
Government	24	60	24	9	4	8	8	20	7	180	43	223
Local board and municipal												
Aided	108	101	153	2	19	14	49	54		373	135	508
Unaided												
Totals	132	161	187	11	23	22	57	74	51	553	178	731
TOTAL	167	248	412	37	60	23	71	86	66	1,333	415	1,748

VI-B—Women teachers

CLASS OF INSTITUTIONS	Trained teachers with the following educational qualifications					Untrained teachers				Total trained teachers	Total untrained teachers	Grand total of teachers
	A degree	Passed Matriculation or school final	Passed middle school	Passed primary school	Lower qualifications	Possessing a degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary schools</i>												
Government ...				..	...				..
Local board and municipal ...	...	..	46	51					63	97	63	160
Aided ...	...	1	22	9	..		3	11	96	33	110	142
Unaided ..	..	..	2	..	..			...	5	2	5	7
Totals ...	..	1	70	60	...		3	11	164	131	178	309
<i>Middle Schools</i>												
Government ...		..		..	..	...		..			...	...
Local board and municipal ...	1	4	40	11				1	17	56	18	74
Aided ...	1	18	36	12		1	9		99	67	109	176
Unaided ..	..	...				...		...	..	..	..	..
Totals ..	2	22	76	23		1	9	1	116	123	127	250
<i>High Schools</i>												
Government ...	2	5	2		..	..		1		9	1	10
Local board and municipal ...		..		...	...	...	...	..	...		...	..
Aided ...	2	8	8	..	..	1	2	...	4	18	7	25
...
...	4	13	10		...	1	2	1	4	27	8	35

VII—European Education.

Total European population		Males 6,444 Females 1,593		Percentage to European population ^a of those at school.							
Total		-- 7,947		Males 8		Females 37		Total 115			
	Institutions	Scholar on roll on the 31st March	Number of females in institutions for males and vice versa	Number of non- Europeans on roll	Teachers		Expenditure from				Total expenditure
					Trained	Untrained	Government funds	Local Funds ^b	Fees	Other sources	
	1	2	3	4	5	6	7	8	9	10	11
<i>Institutions for males</i>											
Arts colleges							Rs.		Rs.	Rs.	Rs.
Training colleges											
High schools											
Middle schools	1	74	74	97	10		2,400		7,893	763	11,056
Primary schools											
Training schools											
Technical and industrial schools											
Commercial schools											
Other schools											
Totals	1	74	74	97	10		2,400		7,893	763	11,056
<i>Institutions for females</i>											
Art colleges											
Training colleges											
High schools											
Middle schools											
Primary schools											
Training schools											
Technical and industrial schools											
Commercial schools											
Other schools											
Totals	1	74	74	97	10		2,400		7,893	763	11,056
Grand total for institutions	1	74	74	97	10		2,400		7,893	763	11,056
Expenditure on buildings includes oil spent by the Public Works Depart- ment				Inspection							
				Buildings etc						5,529	5,529
				Miscellaneous							
^a "Miscellaneous" includes the following main items:—											
Totals											
Furniture, apparatus and library											
Grand totals											
2,400 7,893 6,292											

^aInclude both district board and municipal funds.

Examination	VI Number of Candidates Examined			Results			Females					
							Number of examinees			Number passed		
	Public*	Private	Totals	Public*	Private	Totals	Public*	Private	Totals	Public*	Private	Totals
	1	2	3	4	5	6	7	8	9	10	11	12
THE EXAMINATIONS												
<i>Arts and Science</i>												
B.A. (Hons.)												
B.Sc. (Hons.)												
A. (Pass)	6	2	8	2	2	4						
Sc. (Pass)	17	2	19	7	1	8						
<i>Law</i>												
Master of Law												
Bachelor of Law												
<i>Medicine</i>												
B. Sc. (Hons.)	8		8	4		4						
M. S. (Bombay)												
C. P. & S. (Bombay)												
S. F. M. (Calcutta)												
B. S.												
B. (Obstetrics)												
B. Hyg.												
B. Hyg.												
B. P. H.												
B. Sc. (Sanitary)												
D. T. M. (Calcutta)												
<i>Engineering*</i>												
Master of E. E.												
Bachelor of E. E.												
Bachelor of C. E.												
Bachelor of M. E.												
<i>Education</i>												
B.A. (Hons.)	4		4	4		4						
<i>Commerce</i>												
Master of Commerce												
Bachelor of Commerce												
<i>Technology</i>												
Master of Technology												
Bachelor of Technology												
<i>Agriculture</i>												
F. Sc. of Agriculture	19		19	6		6						
Bachelor of Agriculture												
Part I	7		7	2		2						
Part II	5		5	2		2						

* i. e. appearing from a recognised institution.
† including the Diploma Examination of the Thomason Civil Engineering College.
Dumkies.